

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

www.EDUCATIONUPDATE.com

Award
Winner

Volume XII, No. 1 • New York City • SEPTEMBER 2006
FOR PARENTS, EDUCATORS & STUDENTS

BACK-TO-SCHOOL 2006

THE SATURDAY EVENING POST



SPECIAL EDUCATION (PART II)

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

GUEST EDITORIAL

Investing in Students

By CUNY CHANCELLOR
MATTHEW GOLDSTEIN

As students head back to classrooms this fall, New Yorkers might take the opportunity to study a subject worthy of their own reflection: how can we ensure that every student in the city can achieve his or her highest potential? Some basic principles should guide this most important investment in our city's future.

First, education should be viewed as a continuum from preschool through college graduation. We need ongoing collaborations between K-12 schools and universities if we are to help students build an intellectual foundation that will inspire them even as adults. For example, CUNY's College Now program, a partnership

with the New York City Department of Education, helps students meet high school graduation requirements and be prepared for success in college. Since 2001, more than 110,000 students have participated in College Now—and our research indicates that the program's alumni are more likely to persist in their pursuit of a college degree than other comparable New York City public school graduates.

Second, excellent teachers are critical to students' learning and success. Excellence begins with the very best teacher training and education. In partnership with the Department of Education



and New York University, CUNY recently created The Teacher Academy, an innovative four-year program to train exceptional math and science teachers for high-need public middle and high schools in New York City. The academy combines rigorous study in math, biology, chemistry, or earth science and a strong liberal arts curriculum with early, hands-on experiences in public schools. The first class of 108 Teacher Academy students, hailing from public, independent, and parochial schools throughout the five boroughs, as well as from out of state and abroad, began the program in August.

Third, a robust science and math curriculum must be the norm from the earliest grades. Early gaps in proficiency only widen in college. In 2005, CUNY began its "Decade of Science," a renewed commitment to creating a healthy pipeline to science, math, technology, and engineer-

ing fields by advancing science at the highest levels and encouraging young people to study these disciplines. By adding hundreds of full-time faculty in emerging fields, building science facilities at many University campuses, and creating a Science Now program for middle and high school students, CUNY is helping learners at every stage engage in scientific examination and is paving the way for future discoveries in these fields.

New York must make a strong investment in its young people. Today's workplace will be unforgiving of those who have not developed broad-based skills and the ability to innovate. An excellent educational foundation, one that stresses creative inquiry and active membership in a community of civic-minded learners, is essential to every child.#

Matthew Goldstein, Ph.D. is Chancellor, The City University of New York, www.cuny.edu.

GUEST EDITORIAL

Parents: Wake Up and Smell the Beer and Pot!

By JOSEPH A. CALIFANO, JR.

For 11 years, The National Center on Addiction and Substance Abuse (CASA) at Columbia University has been surveying attitudes of teens and those, like parents, who influence them. We seek to identify factors that increase or diminish the likelihood that a teen will smoke, drink, or use illegal drugs. Armed with this knowledge, we believe parents can help their teens grow up drug free. This year's survey, released August 17, 2006, included 1,297 teens, age 12 to 17, and about 500 of their parents.

The message of CASA's 2006 survey is laser sharp: teen drug and alcohol use is a parent problem, not just a teen problem. Too many parents fail to fulfill their responsibility to chaperone their teens' parties, have no idea how drug and alcohol infested their teens' world is and are utterly unrealistic about their own conduct with respect to their children. The lack of involvement, denial and self-delusion of these parental palookas put their teens at enormous risk of drinking and using illegal and prescription drugs.

Teen parties are a common part of teen life, and these parties are awash with alcohol and drugs.

One-third of teen partygoers have been to parties where teens were drinking alcohol, smoking pot, or using cocaine, Ecstasy or prescription drugs while a parent was present. Nearly half of 17 year olds have been at such parties where parents were present.

The absence of parents greatly increases the likelihood that alcohol and drugs will be present.

Teens who say parents are not present at parties

they attend are 16 times likelier to say alcohol is available, 15 times likelier to say illegal drugs are available, and 29 times likelier to say marijuana is available, compared to teens who say parents are always present at parties they attend.

Parents, wake up and smell the beer and pot! If your teen is having a party at your home, you should be there and also be aware of what is going on. And if your teen attends a party at someone else's home, you should confirm that the parents will be present and that alcohol and drugs will not. The reality is that even when parents are present at a party, some kids will try to sneak in substances.

One factor that does more to reduce teens' substance-abuse risk than almost any other is parental engagement. One of the simplest and most effective ways for parents to be engaged in their teens' lives is by having frequent family dinners. CASA research consistently shows that the more often children eat dinner with their families, the less likely they are to smoke, drink, or use illegal drugs.

In 2001, CASA created Family Day—A Day to Eat Dinner With Your Children™, celebrated annually on the fourth Monday in September—September 25th in 2006. Visit www.CASAFamilyDay.org to pledge to eat dinner with your family on Family Day.#

Joseph A. Califano, Jr. is the Former Secretary of Health, Education and Welfare and currently is Chairman & President, The National Center on Addiction and Substance Abuse (CASA) at Columbia University.

IN THIS ISSUE

Editorial	2
Spotlight on Schools	3-13, 18-19
Centerfold: Special Education	14-17
Careers	20,24,26
Colleges & Grad Schools	21-26
Letters	29
Movies & Theater	19
Books	27
MetroBEAT	28
Children's Corner	29
Music, Art & Dance	30-31



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

EDUCATION UPDATE
is an
INDEPENDENT NEWSPAPER

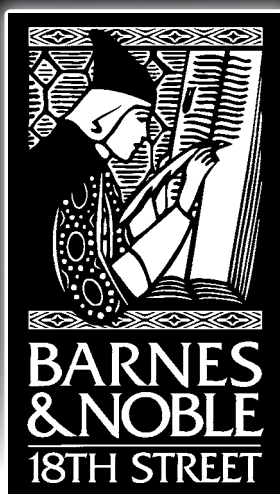
Cover Image: © 1939 SEPS: Licensed by Curtis Publishing, Indianapolis, IN
All rights reserved, www.curtispublishing.com

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

18th Street proudly features:

A World-Class Selection of
**USED
TEXTBOOKS**

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



**BARNES
& NOBLE**
18TH STREET

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

STORE HOURS

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

**SAVE
25%**

when you buy used!

MORE
SUPER STARS
CHOOSE CUNY



Deborah Wolf
 CUNY Honors College
 City College 2006
 Javits Fellow 2006
 Yale University Ph.D. Program



Yisa Rumala
 York College 2006
 National Science Foundation
 Graduate Research Fellow 2006
 University of Michigan Ph.D. Program



Antonio Rodriguez
 Hostos Community College 2006
 Serrano Scholar 2006
 Columbia University 2008



Mark Smiley
 Baruch College 2006
 United Negro College Fund/
 Merck Science Scholar 2005-6
 NIH Medical Research Grant, 2006



Rachel Schnur
 Queens College 2007
 Excellence in Education Foundation
 Goldwater Scholar 2006



Staci Strobl
 John Jay College of Criminal
 Justice M.A. 1999
 John Jay College of Criminal
 Justice Ph.D. 2007
 Fulbright Scholar 2006



Julia Rafal
 Lehman College M.S.E. 2006
 Marshall Scholar 2006
 Cambridge University 2009



Joanna Ayoung
 Hunter College 2006
 Salk Scholar 2006
 Weill Medical College of
 Cornell University 2010



Ryan Merola
 CUNY Honors College
 Brooklyn College 2007
 Truman Scholar 2006



THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY

announces the ninth issue of

HISTORY  **NOW**
AMERICAN HISTORY ONLINE

at www.historynow.org

In this issue: *THE AMERICAN WEST*



Go to **History Now** for articles by top scholars and other materials that will enhance the teaching of American history and provide research resources for your students. Regular features will include:

The Historian's Perspective
Lessons from Master Teachers
Ask the Archivist
The Interactive Digital Drop Box



For more information and additional resources, visit us
at www.gilderlehrman.org

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

Inform, enlighten and inspire

With school delivery of
The New York Times and
curriculum resources for grades 4-12.

Call (800) 631-1222 to learn about
our Newspaper in Education
program or visit

www.nytimes.com/nie

Inspiring Thought
The New York Times
Knowledge Network

The Alphabet's Power to Ward Off Evil

By SANDRA PRIEST ROSE

A 10th Century BCE stone was found in Israel that has the earliest known specimen of the Hebrew alphabet, written out in sequence, emerging from its Phoenician roots developed a few centuries earlier. The stone was imbedded in the wall because of a belief in the alphabet's power to ward off evil.

Those ancient Phoenicians and Hebrews were absolutely right. The alphabet can ward off the evil of "whole-word," "balanced literacy" methods of teaching reading and the "invented spelling" approach to teaching writing and spelling, none of which teach the students accurate sounds of the language and how they are represented in English by letters and combinations of letters.

English is 87 percent phonetic. Most of it can be taught in an organized, step-by-step approach, simultaneously using all the pathways of learning—seeing, saying, hearing and writing. Then the student can put the sounds immediately into words. Writing and sounding out should precede reading.

For beginning reading instruction, all children, no matter from what social or economic group, thrive on good, systematic, phonetic instruction that makes use of all the sensory pathways.

Comprehension begins with the word, proceeds to the sentence and then to the paragraph. As words are written, their meaning can be discussed. Teachers can help students examine the words closely for meaning from first grade on. For example, Wednesday was Wotan's day and Thursday was Thor's day, both Norse gods.



Children are fascinated by this and it is the beginning of a wonderful intellectual journey, leading to wide reading of myths, history, science and art.

We hurt privileged AND inner-city children when we cling to unproven teaching methods. We don't need to return to the 10th Century BCE. We just need to be mindful of the brave professor and author Jeanne Chall, a tiny woman who took on the whole

educational establishment with her impeccable research: in 1990 she wrote her book, collaboration with Vicki A. Jacobs and Gabe E. Baldwin, *The Reading Crisis: Why Poor Children Fall Behind*.

"The needs of low-income children are not essentially different from those of children from middle-class homes. Indeed, our findings suggest that low-income children benefit most from programs that work best for most children—a strong reading program that provides for learning of skills as well as wide reading in the primary grades, and a combination of structure, challenging and direct teaching, and practice in the reading of many books on a wide variety of topics in the middle grades."

Heed those words and ward off the evil of the use of unproven methods of teaching, reading, writing and spelling that are used all across the country today. #

Sandra Priest Rose is a founding trustee of Reading Reform Foundation, a twenty-five-year old not-for-profit organization.

See the Conference on Reading, Page 10.

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



EVERYTHING TURNED ON AT ONCE? YOU MUST HAVE KIDS.

On. Off. Simple, yet frustratingly difficult to impress upon the youngsters. New strategy. Introduce your kids to www.conEd.com/kids. It's Con Edison's fun, interactive website, with a group of very cool characters who teach the *ins and outs*, and the *ons and offs*, of energy conservation in a delightful and engaging environment. Your children can share their new knowledge with classmates and friends, and even visit the site at school. Your friends will be astonished when they see your kids turn off lights when they leave a room.

THE POWER BEHIND EVERYTHING YOU DO

 conEdison | ON IT



TEACHERS FROM AROUND THE WORLD STUDY AMERICAN HISTORY IN CAMBRIDGE, ENGLAND

By DR. POLA ROSEN

Cambridge, England—Gathered from all corners of the globe, 40 high school teachers recently assembled in historic Cambridge University to explore, delve, learn, expand and research ways to make history come alive for their students. The program is one of many taking place in England as well as the United States, in campuses from Cambridge to Stanford to Yale, all the brainchild of Richard Gilder and Lewis Lehrman, men to whom America and American history matters since their friendship began at Yale years ago.

Housing the Institute at the New York Historical Society under the brilliant direction of James Basker, a professor at Barnard College, Gilder and Lehrman planned the wildly successful Hamilton exhibit with the goal of enticing as many visitors as their neighbor, the American Museum of Natural History.

Since 1994, the overarching goal of the two founders (and funders) is to inculcate a deep love and understanding of American history by analysis of original source material such as a report to the Cominform by Andrei Zhdanov written on September 22, 1947 (see www.gilderlehrman.org), by studying intensely in week-long seminars with experts such as the faculty at the London School of Economics and Political Science which I visited in Cambridge, England, and by sharing different perspectives with peers from other countries and states.

The seminar I observed was led by Professor Odd Arne Westad from the London School of Economics (LSE) whose goal was to help teachers bridge the gap between how Cold War history is taught and understood in schools in the United States and Russia while introducing the latest scholarly research to be converted to effective



Professor Odd Arne Westad, LSE

lessons in classrooms back home.

Citing his own work on the Cold War in Africa, Professor Westad underscored the United States' preponderance of power, the collapse of socialism and the contribution of the cold war in engendering a new system of interactions among people and nations. "There were ideas, ideals and ideologies that people really believed in; you have to understand this to understand the period," he stated. Immersion into video, web resources, books, lectures and documents, would be the goal in this intensive, week-long, 9 am to 5 pm seminar series.

The air of camaraderie that began with a garden cocktail party at Clare College, Cambridge, continued through dinner and extended into our classroom as teachers shared varied perspectives about themselves and their classes. John Gardner of Alexandria, VA taught emotionally challenged children; a teacher from Kansas related the isolationism of many of the students who never left the state and needed the perspectives of other countries; one high school teacher from Serbia



Professor Svetozar Rajak, LSE

admitted honestly that she didn't know much about the Cold War and her students knew even less; a teacher from Houston and a teacher from New York City wanted to get a more balanced presentation of the issues; a Soviet teacher spoke about wanting to learn the truth about the Cold War while her friend stated, "we are all victims and have become enemies so we must discuss these problems with each other"; one teacher cited the access to original documents that had not been available for many years. A teacher from Milwaukee who worked with pregnant teens wanted to learn how economies were affected. Yet another interesting perspective came from a teacher in England who taught mostly English history and came to learn to teach other histories.

Andres Martinez from Broward County in Florida, was a curriculum developer (K-12) who summarized the views of many: "It's great to get world perspectives from the people here." Teachers came from private schools, boarding schools, parochial schools, and public schools. A



Two teachers from Colorado & NYC

teacher from Groton, Connecticut shared views with a teacher from Africa, another from the Bronx and yet another from Los Angeles.

Professor Svetozar Rajak, Managing Director of the Cold War Studies Center, LSE and Michael Cox, Professor of International Relations, LSE were instructors in the program while Sasha Rolon, Education Coordinator of the Gilder Lehrman Institute successfully "ensured that different perspectives were incorporated and that teachers were coming from different countries."

How do teachers become participants in this very competitive seminar series that provides room and board in prestigious partnering colleges as well as a \$500 stipend with a choice of 25 seminars around the United States? Visit www.gilderlehrman.org for more information as well as original source materials. The online journal www.historynow.org also offers educational resources for teachers, students, historians and the general public.

Kudos to a superb program that inspires good teachers to become great!#

**See page 21 for
STUDY ABROAD Opportunities**

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

Math and Science Partnership Offers New Hope For Inner City Students at Hunter College

By EMILY SHERWOOD, Ph.D.

August 16, 2006: A group of high school students, all wearing crisp white T-shirts emblazoned with the logo, "The Mathematics and Science Partnership," hover around a desk at Hunter College, where a cadre of professors is busily correcting their tests. "I passed!" yells one student jubilantly.

These students are part of something far bigger than a traditional summer school program. Rather, they are participants in the second year of a \$12.5 million National Science Foundation (NSF)-funded, five-year project known as the Mathematics and Science Partnership. Its goal is deceptively simple: to ameliorate the math and science performance of NYC public school children by improving teaching techniques in the classroom. Under the leadership of Principal Investigator Dr. Pamela Mills, a chemistry professor at Hunter College, each student has taken a five week, remedial course designed for New York City high school students who have failed either the Regents course or the Regents exam in Biology, Chemistry, Math A, or Math B. But unlike their counterparts in traditional summer school programs, students in each of the Mathematics and Science Partnership classrooms have benefited from an intensive student-teacher ratio (there are nearly three head teachers or college/high school tutors for every four students), as well as one-on-one tutoring sessions. Most will end up passing the test this time around, but that's not what this program is all about.

"This grant is about changing the cultures in schools," explains Mills, who, like her students, is dressed in a "Mathematics and Science Partnership" t-shirt. "For average kids, lecture doesn't work. What works is opportunities for the kids to do things for themselves." So, in a chemistry classroom, for example, students experience hands-on learning by rotating through "carousels", which are activity-based stations designed



**Professor Pam Mills,
Principal Investigator
of Program**

to impart particular learning objectives. "This program built my confidence and helped me to aim higher," says Fatima, who just found out she passed her chemistry Regents. "In my old classroom, I used to just take notes from the blackboard, but I really liked the group activities here," she adds. Ultimately, Mills and her team will help twelve public high schools to become exemplars of math and/or science education, while simultaneously promoting a collaborative teaching model for professional development.

Yet another goal of the Mathematics and Science Partnership is to create a Cadet Corps of high school math and science tutors. Students who pass the Regents test this summer will be invited back as tutors in paid internships next summer. Billy Green, a chemistry teacher at the High School for Environmental Studies and a teacher in the Mathematics and Science Partnership program, believes this goal has met with success already: "When these kids finally pass the Regents they are inspired. They come in hating chemistry and now they want to teach." Indeed, Fatima and her friends all enthusiastically announce that they want to sign on for tutoring next summer.

Ultimately, according to Dr. Mills, the Mathematics and Science Partnership is not a simple project at all. "This is a true social justice issue. Almost all our students are students of color. These are the people who are failing and who are in failing schools. It is important for all of society to be literate in science." Billy Green notes that many of NYC's public high schools no longer teach chemistry, physics or higher level math because these subjects are not required by the Regents for graduation, further diminishing the math and science opportunities for inner city youth.

As the day ends and more students find out about their test results, there are cheers of delight and some sad faces. One boy heads dejectedly down the elevator, his hands shoved deep in his pockets. Dr. Mills and her staff return to their offices to go over the results of the day, preparing for an uphill battle as they meet the myriad challenges that lie ahead.#

STATISTICS ON STUDENTS' ACHIEVEMENTS IN HUNTER PROGRAM

These statistics for the Regents exams that students took at the end of the course were provided by the professors at Hunter College. The passing grade is 55.

Chemistry: @65: 21/30 = 70%, @55: 27/30 = 90%

Living Environment (Biology): @65: 29/32 = 91%, @55: 32/32 = 100%

Math A (9&10th grade math): @65: 38/67=57%, @55: 59/67 = 88%

Math B (10th & 11th grade math): @65: 9/10 = 90%, @55: 10/10 = 100%

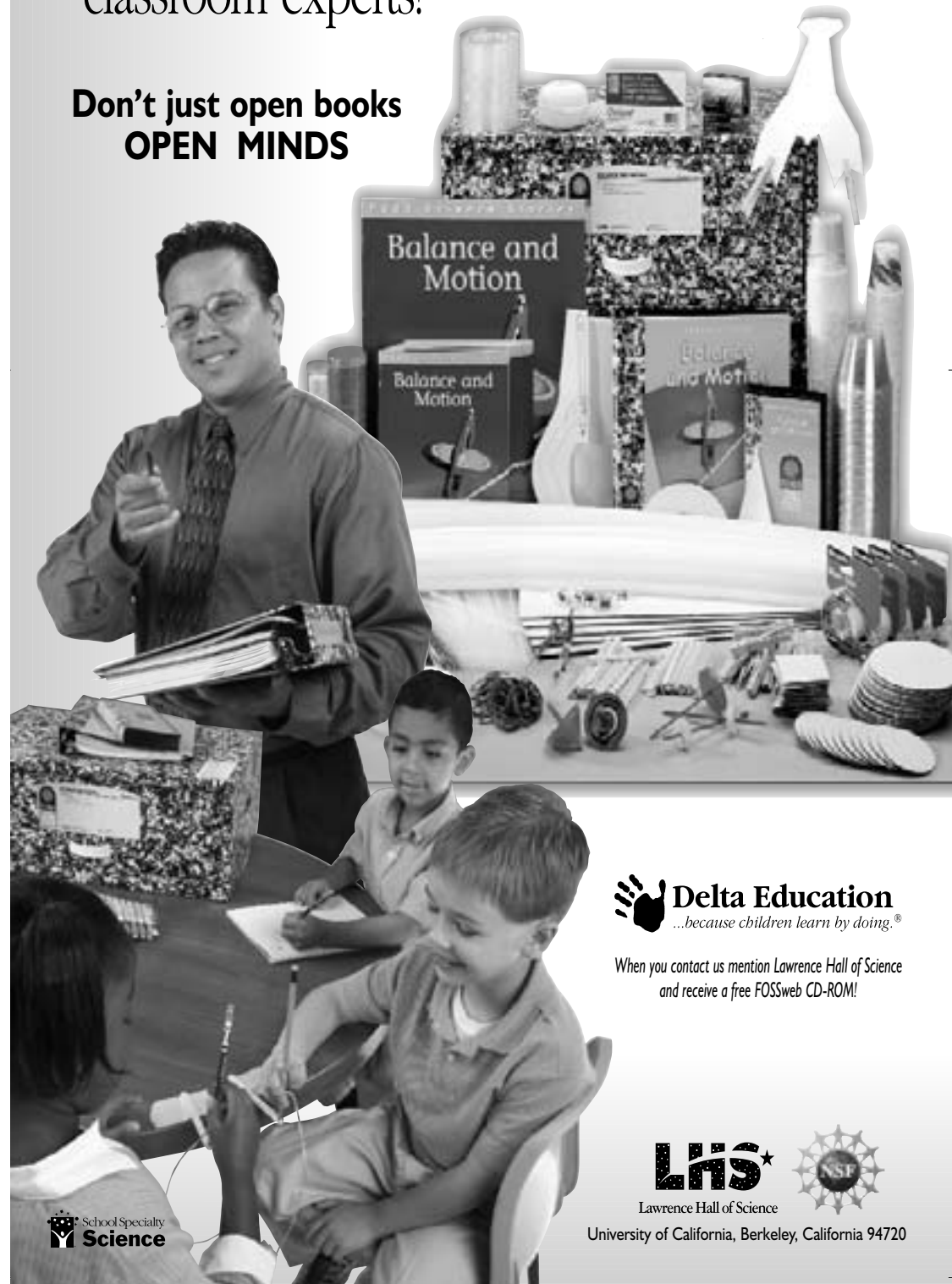
We wanted to know the most successful way to learn science, so we asked the classroom experts!

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

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 \$12.95

Easy Review Book with hundreds of
questions and solutions for new Regents

Available at leading bookstores
or call 718-271-7466

www.HighMarksInSchool.com



Scholastic Encourages Millions Of Kids To Read For 2,007 Seconds

On Friday, December 8, 2006, millions of children will join together to participate in Read For 2007: Read For Life, the eighth annual worldwide read-a-thon created by Scholastic, the global children's publishing, education and media company, to get kids excited about reading. In partnership with Reading Is Fundamental (RIF), the nation's oldest and largest children's literacy organization, the read-a-thon encourages children in schools, libraries and homes to stop everything and read for 2,007 seconds (approximately 33 1/2 minutes), to celebrate the joy of reading on this day and throughout the new year.

"Read For 2007: Read For Life is a chance for parents, teachers, librarians, Governors' spouses and celebrities to be reading role models and share the love of reading with kids around the world," said Francie Alexander, Chief Academic Officer at Scholastic. "By designating this special day, we want kids to show their commitment to reading and make the pledge that reading is important, fun and worth celebrating!"

The Read For 2007: Read For Life official Web site, www.scholastic.com/readfor2007, launches September 12, 2006 and will be the destination to help make reading fun for kids. It includes podcasts about reading from young celebrities including actress and author Masiela Lusha from the George Lopez show, and recording artists Tyler Hilton, Kristy Frank and Lil' J Xavier. The Web site will also present live online author chats with such well-loved authors as Cornelia Funke and Robert Munsch.

Kids can vote for their favorite books online with the "Kids' Pick For 2007," as well as create their own book review to email to their friends.

An interactive world map features all of the participating classrooms and libraries around the world. The Web site also offers a vast selection of free resources for parents, librarians and teachers, including reading tips, event ideas on how to celebrate Read For 2007, age-appropriate book lists, downloadable reading ribbons and fun bookmarks featuring children's favorite fictional characters.

Scholastic's collaboration with RIF will extend the reading celebration throughout 2007 through RIF Read-Ins. RIF Read-Ins, held throughout the year in communities across the country, are planned 20 minute literacy breaks for children, families and community members to read together or alone, aloud or silently, on a day and time selected by the organizing group. Children and adults read whatever they want, whether it's a book, magazine, newspaper, comic book or graphic novel.

"The Read For 2007 program offers children, and the adults in their lives, an opportunity to make reading part of their busy day," said Carol H. Rasco, president of Reading Is Fundamental. "At RIF, our hope is that families, businesses and other organizations across the nation will encourage children to participate in Read For 2007 and make reading a fun and fundamental part of their daily lives."

Since its inception in 1999, the "Scholastic Read For..." initiative has grown to unite more than 7 million children, parents, and teachers in each of the 50 United States and in 37 other countries, connecting children across cultures and continents from Iowa to India- a combined total reading time of 14 billion seconds! As in past years,

Governors' Spouses from across the U.S. will serve as Scholastic Read For 2007 Ambassadors of Reading, leading their states in this reading celebration. Last year, 49 Governors' Spouses participated in this worldwide reading initiative

by hosting reading events in schools and by sending out a message to all the children and adults of their state about the importance of reading. # Visit www.scholastic.com/readfor2007

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.; 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:

Howard Abikoff, Ph.D., Mayor Michael Bloomberg, Joseph A. Califano, Jr. J.D., Richard Gallagher, Ph.D., Matthew Goldstein, Ph.D., R. Douglas Greer, Ph.D., Carol Hankin, Ph. D., Glenn Hirsh, M.D., Senator Liz

Krueger, MacLean Gander, Martha McCarthy, Ph.D., Maggie Ochs, Alfred Posamentier, Ph.D., Randi Sachs, Robyn Stotter

STAFF WRITERS:

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

BOOK REVIEWERS:

Harris Healy III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

ART DIRECTOR:

Neil Schuldiner

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Nancy Kontos, Chris Rowan

SPONSORSHIP COORDINATOR & EDITOR-AT-LARGE:

Steve Bailey; Inquiries: 646-872-4018

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

Kid's Korner

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011

NAEYC ACCREDITED



Limited Spaces Available for 2006/2007

OPEN HOUSE

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

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



Learning Leaders®
Making New York Smarter

Our city. Our kids. Inspire at learningleaders.org

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

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



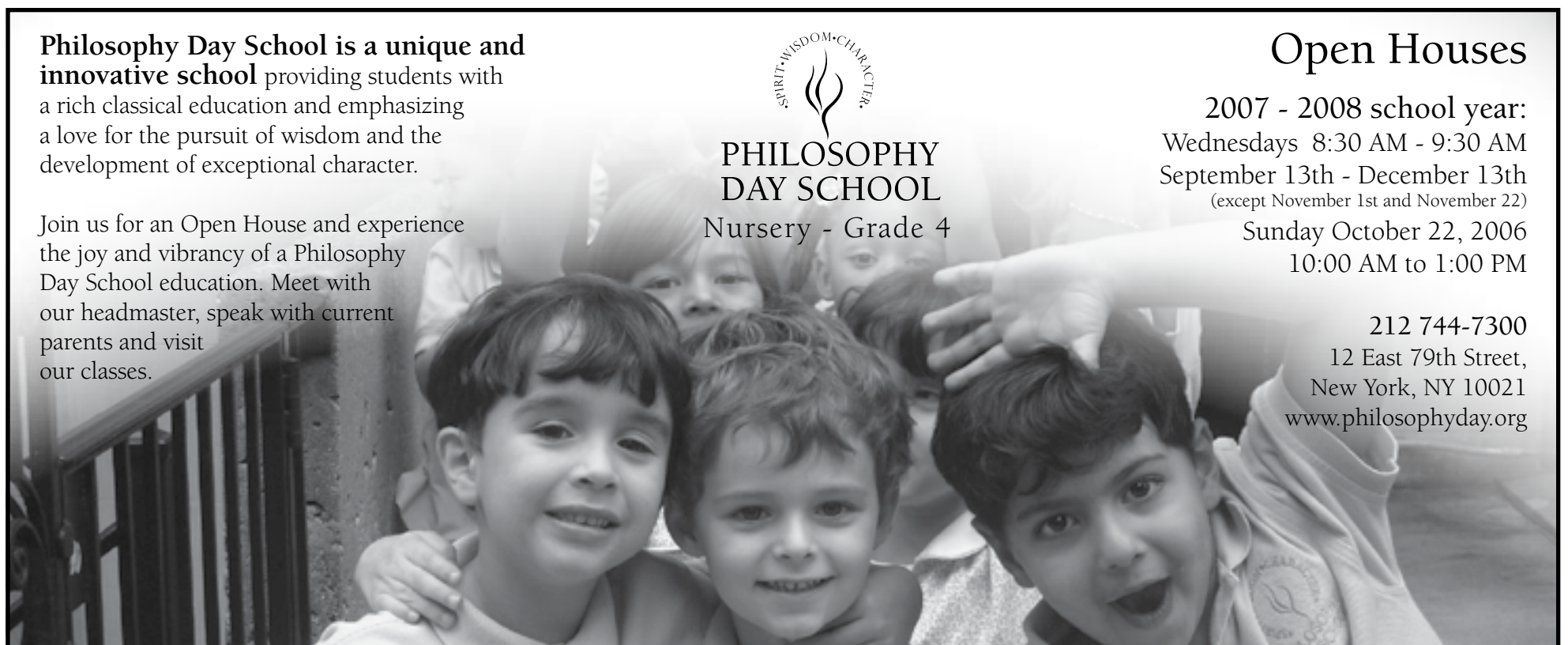
**PHILOSOPHY
DAY SCHOOL**
Nursery - Grade 4

Open Houses

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

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

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





THE YOUNG WOMEN'S LEADERSHIP SCHOOL IN EAST HARLEM CELEBRATES 10TH ANNIVERSARY

Overcoming all Odds, Girls Persevere and Succeed

By EMILY SHERWOOD, Ph.D.

Ten bubbly teenage girls, all wearing neatly starched blue and white uniforms, spent a recent August afternoon in their college counselor's office reminiscing about their high school experiences. "All the gifts that were within you are manifested here," reflected Lydia, an aspiring drama student and songwriter who'll be attending NYU's Tisch School of the Arts this month. Jahleese, who is bound for Smith College, chimed in, "Every person who comes into this school leaves a better person. If you do something good, you own it. If you do something bad, you say 'I messed up' and move on. I can honestly say that I like who I am right now!" "We love you too!" called out the other nine girls.

Though this scene may not seem unusual, what is special about these girls, all of them Latina or African American, is that 75 percent live in East Harlem and 25 percent in the Boroughs, and all come from households that are predominately at or below the poverty line. They are all students at The Young Women's Leadership School (TYWLS), a public school in East Harlem, and they have defied all odds for inner city public school students: 100 percent of TYWLS students



Ann Tisch, founder of TYWLS with "her girls"

arships. Dalibell, a rising junior who spent the summer studying engineering at Smith, summed it up best: "We're a public school with a private school feel."

The brainchild of Ann Rubenstein Tisch, a former NBC News correspondent who grew up in Kansas City, Missouri, TYWLS turned conventional wisdom on its head in 1996 by offering a single-sex, college prep education in a small public school setting (there are now 420 students enrolled in Grades 7-12). Tisch got the idea for the school in the 1980's when she was on a news assignment at an inner city high school in Milwaukee that had opened a day care center for its teen mothers. "I asked one of the moms, who was only 15 years old, 'Where do you see yourself in five years?' and another of the girls started crying. I knew at that second that they knew they were stuck... And I remember saying to myself, 'We're not doing enough for these girls.'"

From the beginning, Tisch favored the idea of a single-sex institution: "I thought that if these girls were offered a totally different path, like the path that is offered to girls in private schools, or Catholic girls in parochial schools, or Yeshiva girls, doesn't it figure that because single-sex education has become so successful in those communities, it would also work in inner cities?" Upon relocating to New York City in the late 1980's, Tisch set out to make her then-controversial idea of "bringing single-sex education back into the public school landscape" a reality, meeting with former NYC schools chancellor Ray Cortines, lobbying the school board, and

continued on page 11

met all their Regents requirements in 2006, 100 percent graduated from high school, and 100 percent will go on to college, many with full schol-

OPEN HOUSE

October 25, 6:30 pm

FARM FESTIVAL

October 21, 11 am - 4 pm



7 East 96th Street
NY, NY 10128

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

Lois Gelernt, Director of Admissions



www.manhattancountryschool.org
212.348.0952



REBECCA SCHOOL

Learning through relationships

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

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

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

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

**CONTACT TINA MCCOURT, DIRECTOR
212-810-4120 OR TMCCOURT@REBECCASCHOOL.ORG**



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

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





THEATER REVIEW

A Play About Teaching Troubled Kids

By JAN AARON



As a teaching artist, Nilaja Sun, 31, conducts drama classes for severely troubled kids in New York City's worst schools. In her show, "No Child," directed by Hal Brooks, she draws on 10 years of personal experiences while evoking an entire public school classroom without any props. Sun's solo requires her to take more than a dozen

roles—disaffected students, teachers, a school administrator, a surly security guard and a janitor who has seen it all—all except Sun.

The barren look of the stage establishes the depressing plainness of a rundown high school, where Sun, playing herself, a cheerful but slightly apprehensive newcomer, arrives to teach a room of boisterous 10th graders a six-week drama course, funded by the Department of Education. "Our Country's Good," Timberlake Wertenbaker's drama about wretched inmates who put on an 18th century play in an Australian prison seems to resonate with the 37 delinquents

continued to page 19

See Music Section on page 31

Visit hundreds of music articles at
www.EDUCATIONUPDATE.com

CHILD STARTING MUSIC LESSONS?

*The New Way To
Get An Instrument!*

~~Rental • Lease • Contract~~

**BUY a FRESH NEW Instrument
At Our LOW PRICE!**

Delayed Payment Available!

- **Guaranteed Quality**
- **Guaranteed Buy-Back**
- **Guaranteed Trade-Up**

SERVING MUSIC EDUCATORS & STUDENTS

FOR OVER 82 YEARS!

ONLY AT

Sam Ash[®]
MUSIC STORES



Manhattan
160 W 48th Street
(212) 719-2299

Brooklyn
2600 Flatbush Ave.
(718) 951-3888

Edison
1831 Rt. 27
(732) 572-5595

White Plains
178 Mamaroneck Ave.
(914) 949-8448

www.samashmusic.com

CONFERENCE ON READING

READING REFORM FOUNDATION of NEW YORK

KEYNOTE SPEAKER: Bob Kerrey, Former U.S. Senator;
President, The New School.
TOPIC: "True Equity: An Intellectual Education for All Children."

24 WORKSHOPS FOR PRE-SCHOOL THROUGH ADULT LEVELS
WILL COVER THE FOLLOWING TOPICS:

- BASIC ORTON-GILLINGHAM
- FLUENCY
- INCREASING THE LEXICON
- PHONEMIC AWARENESS
- RESEARCH SKILLS
- SPELLING
- SUBJECT-AREA COMPREHENSION
- WRITING SKILLS

Exhibitors from publishing houses and cultural institutions will display their materials.

SUNDAY, OCTOBER 22, 2006
NEW YORK HILTON & TOWERS
AVENUE OF THE AMERICAS BETW. 53rd & 54th STREETS
NEW YORK CITY, 8:00 A.M. – 4:30 P.M.

New Jersey Professional
Development Credit
Available!

REGISTRATION: \$55 Non-members; \$45 Members of Reading Reform
Foundation. Fee includes networking luncheon. Call (212) 307-7320
for registration materials and further information. See complete program
on our website.

READING REFORM FOUNDATION OF NEW YORK
333 WEST 57TH STREET, SUITE 1L, NEW YORK, NY 10019
email: info@readingreformny.org or Website: www.readingreformny.org



TEACHERS COLLEGE COLUMBIA UNIVERSITY
THE CENTER FOR EDUCATIONAL OUTREACH AND INNOVATION

Inspire your students

Enrich your career

Fall 2006 - Exciting, Innovative, Progressive
Professional Development for Educators

- International Conference on Music Education, Equity, and Social Justice
- Observing and Assessing the Preschool Learner
- Federal Policy Institute
- Problems & Programs in Urban Education: After-School Education Conference
- International Symposium on African & Diasporic Languages and Education
- Study Tours to Guatemala and Korea
- Creating Communities through Video Blogging
- Visual Phonics
- New Teacher Academy
- Writing about Youth and Popular Culture
- Multisensory Teaching – Basic Language Skills
- Grant Proposals for Technology Projects
- Controversial Issues in the Secondary Classroom
- New Teacher Survival Course – Online Series with Teachers Network™
- Over 300 instructor facilitated online courses from our partners at ed2go™
- Plus much more

Call 800.209.1245 to receive our
complete course catalog or visit:
www.tc.edu/continuingeducation





Young Women's Leadership School
continued from page 9

ultimately opening the doors of her visionary school on East 106th Street in 1996.

Tisch established the Young Women's Leadership Foundation in 1998 that pays for a dedicated college counselor, Chris Farmer, whose sole job is to guide TYWLS students through the college admissions process. "From seventh grade on, we create a culture of expectation. It's not if you are going to college, but where you are going," explained Farmer. Most students visit between six and eight college campuses before making their final decision. "Senior year, I came in every day to see Chris. I had so many college acceptances I didn't know how to choose," recalled Alendi, who was accepted to Skidmore, Smith, and the University of San Francisco but opted to attend Gettysburg College. "I'm the first one in my family to go to college," she added proudly. (TYWL Foundation now funds The CollegeBound program of New York that replicates TYWLS' model by placing full-time college counselors in five co-ed public inner city schools, serving 2800 students and bringing in a total of \$5.1 million in financial assistance last year.)

In addition to college counseling, TYWL Foundation has been instrumental in organizing many partnerships with organizations and institutions which range from The Theater Development Fund and the Museum of Natural History to Skidmore and Smith for TYWLS students: "I wanted a year-round school but this was the next best thing," explained Tisch. Many girls spend their summers studying on college campuses or doing science research at hospitals like Sloan Kettering. A rising senior named Amor spent the summer working in a hospital upstate. "I want to be a physicia assistant," she said effusively. "We want you to be a doctor, not a physician assistant," Tisch shot back with a twinkle in her eye. "Go for the big one!"

In addition to the rich panoply of summer

options available to TYWLS students, there are literally hundreds of enrichment opportunities offered during the school year. Among numerous other outings, last year's eighth graders traveled to Washington, DC to meet with Senator Hillary Clinton, explore museums, and view the Capitol and Supreme Court. There were theater outings to Broadway, Spanish classes to Ballet Hispanico, motivational speakers (including Bette Midler and model Imam), and SAT preparation courses offered by Barnard College's Let's Get Ready program.

For teachers, TYWLS offers "travel-ships" (scholarship monies for travel), allowing them to enhance their curricula through first-hand explorations. Drew Higginbotham, Interim Acting Principal who began as a student teacher and later taught history, recently visited archeological sites and museums in Mexico and Cuba on such a travel-ship. "There are some things you just can't learn out of a book," noted Higginbotham.

If there is any chink in the impenetrable TYWLS armor, it's that there are simply not enough spots to meet the community's demand. Last year, YWLS offered only three ninth grade openings for 2100 applicants. Tisch, who oversees five other single-sex schools (one in Chicago, one in Philadelphia, and three others in Queens and the Bronx), explained regretfully, "We'd love to build hundreds of these schools. We're only inhibited by space and time."

As TYWLS prepares to celebrate its ten year anniversary this month with star-studded events in NYC (benefit committee members include the likes of Connie Chung, Cathleen Black, Katie Couric, Ann Moore and Paula Zahn), Tisch reflected on the school's extraordinary success and challenges for the future: "This model is viable, it's important, and it should be made available to as many inner city girls who would like it." Then, with customary modesty and a touch of Midwestern sincerity, she added: "A large hunk of the credit for the success of this school goes to the girls. The school would have no legs if it were not for the amazing efforts of these students who have made it a first rate school."#

ARE SCHOOL VOUCHERS ILLEGAL OR REQUIRED?

By MARTHA MCCARTHY, Ph.D.

New Jersey parents recently filed a class action suit asserting that students attending 96 "failing" public schools, based on poor test scores over time, are entitled to state vouchers that can be redeemed in public or private schools. The parents contend that these children are being denied the thorough and efficient education guaranteed by the New Jersey Constitution and equal protection of the laws under the federal and state constitutions. This suit is unique in asserting that certain children have a right to vouchers that can be used in private schools.

Other voucher cases to date have involved challenges to programs already adopted. The Supreme Court in 2002 resolved the federal Establishment Clause issue when it upheld Cleveland's voucher program, finding it religiously neutral even though almost all voucher students attend religious schools. Courts also have rejected federal claims that religious schools must be treated like secular private schools in voucher programs.

Since there are no federal constitutional issues, the legality of voucher programs will be determined on the basis of state law, and challenged programs recently have not fared well in state courts. In 2006, the Florida Supreme Court relied on the state constitution's education clause, similar to provisions in many other states, to invalidate a statewide voucher program designed to allow students attending deficient public schools to enroll in private schools. The court interpreted the legislature's duty to provide for a uniform system of public schools as requiring all schools that receive state aid to satisfy the same standards. The court ruled that the Florida voucher program unconstitutionally diverted public funds into separate, nonuniform, private systems that compete with and reduce funds for

public education.

The Colorado Supreme Court in 2004 also invalidated a pilot voucher program for low-income students attending low-performing schools. The court ruled that the program violated the "local control" clause of the state constitution by taking away districts' discretion in spending funds for instruction.

Most state constitutions also prohibit the use of public funds for religious purposes, and these "no aid" provisions may pose a barrier to implementing voucher programs. The Supreme Court in 2004 strengthened the vitality of "no aid" clauses when it recognized that states can adopt more stringent antiestablishment measures than included in the First Amendment without exhibiting hostility toward religion.

Despite recent judicial setbacks, several states are considering targeted voucher proposals, and some have been adopted. Ohio recently expanded statewide the Cleveland voucher program for disadvantaged students, Utah adopted a statewide voucher program for children with disabilities, and Wisconsin increased the number of students in the Milwaukee voucher program. These voucher plans may generate additional litigation, but to date, only the New Jersey suit claims that students have a state constitutional entitlement to vouchers. Regardless of the outcome of this case, voucher proposals will continue to be controversial, and their legality will depend primarily on state courts' interpretations of state constitutional provisions.#

Martha McCarthy is the Chancellors Professor of Law and Education at Indiana University.

For more articles on Special Education visit www.EducationUpdate.com

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

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

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

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

OPEN HOUSES



Poly Prep prepares students for college and for life by fostering learning, leadership, health, community responsibility, and, above all, character. An outstanding program of academics, physical education and athletics, arts, and extracurricular activities is guided by a strong, committed faculty in a diverse school community, on campuses with outstanding facilities. Our Middle and Upper Schools, serving boys and girls in Grades 5 through 12, are located on 25 acres in Dyker Heights.

Close relationships with faculty help students learn to question freely, develop powers of critical thinking, and accept differences. The academic program demands rigor but also seeks to teach young men and women a deep and abiding respect for the power of knowledge, the method of reason, and sound decision-making.

We believe that this kind of education gives young people the best mode of access to the full promise of American life. We are committed to providing this access to all Poly Prep students.

Please join us for one of our Open Houses this fall. To reserve a space, please call the Admissions Hotline at (718) 836-9800, ext. 674.

MIDDLE SCHOOL

FOR STUDENTS ENTERING GRADES 5-8 IN FALL 2007

Sat., Sept. 30, Homecoming, 10:00 am-12:00 pm

Wed., Oct. 11, 9:00-11:00 am

Fri., Oct. 20, 9:00-11:00 am

UPPER SCHOOL

FOR STUDENTS ENTERING GRADES 9-11 IN FALL 2007

Sat., Sept. 30, Homecoming, 10:00 am-12:00 pm

Fri., Oct. 13, 9:00-11:00 am

Tues., Oct. 17, 9:00-11:00 am

Mon., Oct. 30, 9:00-11:00 am

POLY PREP COUNTRY DAY SCHOOL

9216 Seventh Avenue Brooklyn, NY 11228 (718) 836-9800 www.polyprep.org



THE LYCÉE FRANÇAIS DE NEW YORK

The Lycée Français de New York is a bilingual school with students from more than sixty nations (from pre-kindergarten through 12th grade). Associated with the network of French Lycées throughout the world, the Lycée is also an American, private, non-profit school chartered by the New York State Board of Regents and accredited by the French Ministry of Education.

The French curriculum is supplemented by a program incorporating the essential elements of a top-tier American private-school education. The blending of the French and American programs distinguishes the Lycée Français de New York and creates graduates who have a deeper understanding of both the European culture in which they are educated and the American culture in which they live. Although the primary language of instruction is French, many classes are team taught in French and English. This cross-disciplinary approach ensures that students are equally prepared to continue their course of study at either North American or European institutions of higher education (US colleges results 2006: Brown, M.I.T, NYU, Pratt School of Design, Princeton, Yale...).

Required courses include: French and English language and literature, modern language (Spanish, German, Italian, Mandarin-Chinese), classical language as an option (Greek or Latin), Mathematics,

Sciences, Computer science, History, Geography, Physical Education, Music and Arts.

From Sept. 2006, the Lycée offers Mandarin-Chinese classes in 3rd and 6th grade; and a new module in 8th grade which will include public speaking, mental gymnastics arts, fitness and relaxation.

With the opening of the auditorium last year, the school has a cultural center which will provide a unique venue for the students to express their artistic creativity. The Lycée's Cultural Center will offer the students the opportunity to participate in a host of artistic and cultural performances as well as listen to leading speakers addressing a variety of international topics.

The academic curriculum and after-school calendar include a rich program of sports, artistic and cultural activities, fostering the development of independent, creative minds and a strong work ethic. The school's location also allows it to integrate into its curriculum numerous field trips to museums, art galleries, educational and business organizations as well as to encourage inter-school athletic, artistic, musical and literary competitions. The Lycée's 17 Junior Varsity and Varsity teams compete with other New York City schools in the ISAL (Independent Schools Athletic League) and the AIPSL (American and International Private Schools League).

For more information about the Lycée Français de New York, please contact The Admissions office at (212) 369-1400.

AN INDEPENDENT BOARDING SCHOOL RECEPTION

Thursday, September 27, 2006 6:30 - 8:30 pm

101 E. 69th St., New York • Schermerhorn Room

Jacket and tie required for gentlemen

You are welcome to come and meet Admissions Representatives from:

GOULD ACADEMY Bethel, Maine	PHILLIPS EXETER ACADEMY Exeter, New Hampshire
KENT SCHOOL Kent, Connecticut	TABOR ACADEMY Marion, Massachusetts
NORTHFIELD MOUNT HERMON Northfield, Massachusetts	MILTON ACADEMY Milton, Massachusetts
SALISBURY SCHOOL Salisbury, Connecticut	MISS PORTER'S SCHOOL Farmington, Connecticut
HOLDERNESS SCHOOL Plymouth, New Hampshire	PROCTOR ACADEMY Andover, New Hampshire

KIMBALL UNION ACADEMY
Meriden, New Hampshire

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



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 admissions

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

The Marvelwood School

A Guided Journey to Achievement



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

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



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

For upcoming Admission Open Houses, call 718.987.8100

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

Research & Program Update from Columbia University: CABAS® Schools

By R. DOUGLAS GREER, Ph.D., SBA, SRS

The CABAS® systems approach to schooling (established 1981) is a learner-driven and system-wide application of the sciences of behavior, pedagogy, and schooling to all of the roles of schooling (students, parents, teachers, supervisors, administrators, and boards of education) for teaching *all aspects of the curriculum*. It is based on, and continuously modified by, research

and continuous close reliable measurements of the results of schooling for the individual learner and currently generates over 1 million data points monthly. Five of the schools serve as research, demonstration, and training sites for the 40 M.A. students and 21 Ph.D. students in the Programs in Applied Behavior Analysis at Columbia University, Teachers College. The schools serve typically developing children and

children with native disabilities (i.e., autism spectrum disorders) from 18 months through middle school. All of the schools are publicly funded. The model has been applied to ten schools in this country (general and special education), England, Ireland (only for children with autism spectrum disorders), and Italy. The evidence to date shows that students learn from 4 to 7 times more when the model is fully in place than they did in pre-CABAS baselines or control groups (Greer & Keohane, in press; Greer & Keohane, 2004; Greer, Keohane & Healy, 2002; Greer, McCorkle & Williams, 1989; Selinski, Greer, & Lodhi, 1990). CABAS® was cited by the Cambridge Center for Behavioral Studies as one of the eight existing educational models shown to be measurably effective (Greer, 1998). We also provide general education CABAS classrooms

that provide a model for inclusion of children with autism spectrum disorders in which both the general and the “included” children receive teaching as applied behavior analysis

There are at least two broad areas of research in the “treatment” of autism spectrum disorders. The first is concerned with the medical sources of the disorder. However at present, the diagnoses is purely behavioral hence, whether or not we are dealing with multiple medical diagnoses is still in question, at least in my reading of that literature, of which I am not an expert. The second has to do with research-based educational interventions that have proven effective in advancing children’s educational and *developmental capabilities*.

For me, the most exciting new work in educational interventions concerns verbal behavior
continued on page 17

I3 Invention, Innovation, and Inquiry

Children Today... The Future Tomorrow

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



California University of Pennsylvania



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

THE CAEDMON SCHOOL
Founded 1962

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

OPEN HOUSE
Thursday, October 12
Tuesday, October 24
7:00 pm
Morning tours also available
RSVP 212-879-2296

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

MARY MCDOWELL CENTER FOR LEARNING

Mary McDowell Center for Learning, one of New York City’s leading independent schools and resource centers for children with learning disabilities, looks forward to the 2006-07 school year with the addition of an early elementary division and the expansion of its new middle school from four to six classes. The middle school, the first in Brooklyn for adolescents with learning disabilities, opened in September 2005.

Mary McDowell Center for Learning is guided by the long tradition of Quaker education which values respect for the individual, peaceful resolution of conflict and a diverse and inclusive community. Located at 20 Bergen Street in downtown Brooklyn, the Center has come a long way since its doors opened in 1984 with five students. Today, 185 students are enrolled, ranging in age from five to fourteen years old and reflecting the diverse ethnic and racial spectrum of New York City. The Center offers youngsters with learning disabilities a highly successful alternative to mainstream schools by providing an innovative program of academic work, enrichment activities and therapeutic support services. Small class size, a highly trained staff and individualized, multi-sensory instruction enable these students to reach their full potential. In addition to a demanding academic program, students benefit from classes in visual arts, music, physical education, dance, drama, library science and computer. The overall curriculum is designed to produce not just academic achievers, but well-rounded, socially balanced children.

To create space for its new middle school, the Center added a fifth floor to its building. The recent expansion also includes a rooftop greenhouse, basketball court and play area for all students. The middle school, grades six through eight, provides a challenging and enriched program that parallels a mainstream curriculum for 72 students with learning disabilities.

Housed in space nearby, the new early elementary division consists of three classrooms with ten students each, aged five to eight years old. Our youngest students will benefit from an intimate, hands-on learning environment that includes a sensory integration room and added therapeutic support.

Mary McDowell Center for Learning also serves as a resource and support system for families of children with learning disabilities, professionals and the larger community. The Center conducts outreach in several different ways: an annual Math & Science Fair for local children; a Roundtable presentation for professionals, parents and the general public; and the *Mary McDowell Teaching and Learning Center* which offers extensive professional training to educational professionals and parents throughout the five boroughs.

For more information contact Mary McDowell Center for Learning at 20 Bergen Street, Brooklyn, NY 11201, (718) 625-3939, www.marymcdowell.org.

AMERICAN MUSEUM OF NATURAL HISTORY



Inquire. Understand. Teach Great Science.

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



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

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



FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

What is Asperger Syndrome?

By GLENN S. HIRSCH, MD

Asperger Syndrome shares the distinction of being only one of two conditions in the field of psychiatry that is named after the author who first reported on it, the second is Tourette Disorder. Hans Asperger first published an article in a professional journal in the 1940's about a group of children who had marked difficulties in socially integrating with their peer group. However, it

wasn't until the 1980's that any serious research was done looking at this condition and the disorder did not become part of the official diagnostic classification until 1994.

Asperger is part of a group of disorders called the Pervasive Developmental Disorders. Some are beginning to use the term Autism Spectrum Disorders. While considered to be at the highest end of the spectrum, individuals with Asperger

can have marked difficulties in functioning.

Asperger affects about 25 out of every 10,000 individuals and is much more common in boys. However, we are beginning to understand that this syndrome may look different in girls and may be less easily identified.

There are two key symptoms of this syndrome. The first is a marked deficit in socialization—these children often seem aloof and in their own world, but most wish to have friends and to fit in socially. They have difficulty reading social cues, difficulty with personal space and they often misread social situations. As a result, when they do attempt to interact socially their responses can be inappropriate and they are viewed as odd.

Second, these children develop special and restricted interests. The specific area of interest may change over time according to their developmental level. They may become preoccupied and narrowly focused on things like train schedules, particular toys, games or videos. In school they may become obsessed with specific areas of academics such as science, history, math or geography to the exclusion of other things. Their anxiety and obsessiveness result in marked difficulty in dealing with changes in routine.

Unlike Autism, children with Asperger do not have delays in acquiring speech and tend to have normal language skills and a rich vocabulary. However their social use and tonal quality of lan-

guage can be odd and this, combined with their unusual interests, has resulted in their sometimes being called 'little professors.'

Individuals with Asperger have difficulty understanding their social world; family members, school personnel and peers often have equal difficulty understanding the limitations of these children and the different ways their problems manifest. Parents and teachers can help by introducing change gradually and utilizing their special interests in a positive way to enhance learning and make connections with other children with similar interests. Teachers need to understand that neurological differences, not purposeful uncooperativeness, underlie these students' unusual or disorganized behavior. Cognitive therapies on an individual and group basis can help them begin to understand the social world, to broaden their interests and to become more flexible and less rigid.

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

Readings In Special Education

By R. DOUGLAS GREER, Ph.D., SBA, SRS

Greer, R. D. (1998). *Comprehensive Application of Behavior Analysis to Schooling (CABAS®)*. In Howard Sloane (Ed.), *What works in education?* Cambridge, MA: Cambridge Center for Behavioral Studies. (Reprinted in *Behavior and*

Social Issues, 1998).

Greer, R. D., & Keohane, D. (2004). A real science and technology of teaching. In D. J. Moran & R. W. Malott, (Eds.), *Evidence-Based Educational Methods* (pp. 23-46). New York: *continued on page 17*

T
U
T
O
R
S

Math Tutoring

High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

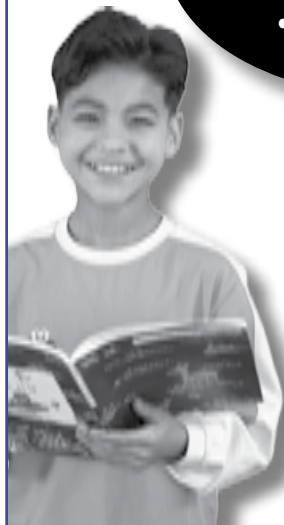
212.228.1642
917.297.2389

Start School With Confidence!

ONE-ON-ONE IN-HOME TUTORING

- Pre-K - Adult • All Subjects
- Reading • Writing • Math
- Study Skills • SAT/ACT Prep
- Affordable Rates • Qualified Tutors
- Flexible Schedules

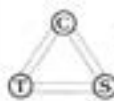
\$50 OFF
Tutoring



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!

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

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



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

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

Parents as
Practitioners™

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



Organizational Skills Training at the NYU Child Study Center

By **ROBYN STOTTER,**
HOWARD ABIKOFF, Ph.D. &
RICHARD GALLAGHER, Ph.D.

Children who develop a solid foundation of organizational, time management and planning (OTMP) skills are likely to be better prepared to face academic and social challenges. However, most schools do not rely on a systematic curriculum to teach these skills, but use an assortment of methods. For example, some educators may remind their students to use checklists and a master calendar detailing upcoming assignments; others might encourage children to clean their backpacks and desks weekly.

While certain children receive support during the development of OTMP skills, others receive little, if any, direction from adults. Children differ in their acquisition and implementation of these

skills. Some youngsters may learn organizing techniques simply by observing others or listening to advice, whereas other children do not acquire organizational techniques so readily.

Organizational skill training methods used by educators, mental health professionals or parents have not been systematically evaluated to determine their effectiveness. The ability to track changes in children's organizational skills has been limited because little has been done to quantify these deficits. To provide this needed information, Drs. Howard Abikoff and Richard Gallagher at the NYU Child Study Center developed the Children's Organizational Skills Scale (COSS). The COSS evaluates each child's OTMP skill level and compares it with that of same age and sex peers. Additionally, the COSS pinpoints areas in which the child needs further assistance.


To date, teacher ratings of over 900 3rd to 8th graders indicate that children vary in the extent to which they 1) use organizational tools, 2) are able to plan tasks, and 3) experience lapses in memory and materials management.

Within clinical populations, a sizeable percentage of children with Attention-Deficit/Hyperactivity Disorder (ADHD) have OTMP skills deficits. They often have trouble keeping track of assignments, organizing paperwork, meeting deadlines and coordinating social activities, which can lead to conflicts at home, school and with peers. To address these problems, Drs. Abikoff and Gallagher developed a clinic-based, 10 week, 20-session manualized organizational skills training (OST) program designed to target the specific OTMP deficits associated with ADHD. A pilot study found that children with

ADHD who received the OST program experienced significant improvements in OTMP behaviors at home and at school.

This fall, the NYU Child Study Center and Duke University, supported by the National Institute of Mental Health (NIMH), will conduct a large, controlled trial of children aged 8-11 with ADHD and OTMP deficits, to compare the efficacy of the OST program with other organizational skills training approaches.#

For information regarding participation in the NIMH study and services available for children with ADHD, contact the NYU Child Study Center at (212) 263-2734. 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, visit www.AboutOurKids.org.



MARY McDOWELL
CENTER FOR LEARNING

Mary McDowell Center for Learning

*A Friends school for children
with learning disabilities
(5 yrs. through 8th Grade)*

Held at:
Mary McDowell
Center for Learning
20 Bergen Street,
Brooklyn, NY 11201
(betw. Smith & Court Sts.)

Brochure &
registration form
available on our
website:
www.marymcdowell.org
(under Outreach) or call
(718) 625-3939

Presents

DR. ROBERT K. GREENLEAF

Speaking on

THE BRAIN AND LEARNING:
Current Research and Practical Applications for School and Home

Wednesday, October 18th, 2006
4:00 pm - 6:00 pm

\$15 before October 4th, \$20 after October 4th / at the door
For professionals and parents

Sponsored by Con Edison and
Marsh & McLennan Companies, Inc.

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



A Special Choice for Special People

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

STEWART HOME SCHOOL

4200 Lawrenceburg Road • Frankfort, KY 40601
John P. Stewart, M.D. • Phone 502-227-4821

www.stewarhome.com



MARY McDOWELL
CENTER FOR LEARNING

The Mary McDowell Teaching and Learning Center

Held at:
Mary McDowell
Center for Learning
20 Bergen Street,
Brooklyn, NY 11201
(betw. Court & Smith St.)

Brochure &
registration form
available on our
website: www.marymcdowell.org
(under Outreach)
or call
(718) 625-3939

PRESENTS

PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS

EVENING PRESENTATIONS
6 - 9 pm \$50 per session

- Managing Behavior Positively Th. Oct. 5
- Understanding Common Learning Disabilities & Mods. for Success T. Oct. 10
- Providing Organizational Systems for Students W. Oct. 25
- Curriculum Planning in the Real World W. Nov. 1
- Promoting Positive Social Skills in the Classroom W. Nov. 15

FULL DAY WORKSHOPS
9:30 am - 3:30 pm \$125 per session

- Classroom Management W. Oct. 4
- A More in Depth Look at Learning Disabilities & Mods. for Success W. Oct. 11
- Providing Organizational Systems for Notetaking, Study Skills & Homework F. Oct. 27

INTENSIVE MULTI-DAY TRAININGS

- Orton Gillingham - From the Beg. \$450 per participant
9 am - 4 pm T. Aug 29 & W. Aug. 30
9 am - 12 pm Th. Aug. 31
- Advanced Orton Gillingham \$275 per participant
9:30 am - 3:30 pm F. Oct. 20
6 pm - 9 pm M. Oct. 23 & T. Oct. 24

**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 and Save!
Education Update readers: Order at the special pre-publication price of **\$65.00** until October 31, 2006. (List price after October 31, \$75.) P&H \$8.00 on all orders.

Resources for Children with Special Needs, Inc./Dept. ED96
116 East 16th Street/5th Floor, New York, NY 10003
www.resourcesnyc.org • info@resourcesnyc.org

NYC PUBLIC CHARTER SCHOOL BREAKS BARRIERS

By EMILY SHERWOOD, Ph.D.

Evan is a non-verbal eight-year-old boy who is diagnosed with severe autism. He sits attentively at his desk, working at lightning pace to match pictures of common household objects—a TV, a backpack, a video—to their proper words. Having successfully completed his project, he amasses enough pennies on his reward card to select a treat. He chooses to reward himself with music and instinctively moves to the music corner where he puts on headphones until a timer rings to tell him that it is time to return to work.

In an adjoining room, Thomas is working with his teacher, Pam, to role-play appropriate behavior. The night before, he had exploded in a tantrum when his father had asked him to brush his teeth. “What *should* you have said, Thomas?” Pam asks gently, after re-enacting the scene as Thomas’ father. “I should not have said I hate my dad,” responds Thomas thoughtfully.

What do Evan and Thomas have in common? They are two of only 12 students at the one-year old New York Center for Autism Charter School (NYCA) on East 100th Street, and both have progressed light years since enrolling last fall. “There are 5000 kids in New York City with an autism diagnosis,” explains NYCA’s Executive Director, Jamie Pagliaro. “Most of these kids are stuck in special ed classrooms with kids who have all different kinds of disabilities, like Down’s Syndrome or Cerebral Palsy. Sometimes the easiest thing for the teacher to do when juggling six kids with really intense, diverse needs is to put our kids [those with autism] aside and let them relax—give them a lot of down time. But our kids don’t need down time. They need rapid catch up,” he concludes emphatically.



Jamie Pagliaro, Executive Director, NYCA

Indeed, catch-up at NYCA, which is the first charter school in New York that exclusively serves children with disabilities, occurs at a fast and furious pace. Like The McCarton School (a private school for autistic children), NYCA educators use intensive Applied Behavior Analysis (ABA), which Pagliaro refers to as “a toolkit of research-based interventions that have been proven to be effective and are based on behavioral principles.” At any given moment, teachers—who provide one-on-one instruction at all times—might be using discrete trial training, video modeling, incidental teaching on the floor, or role-playing to stimulate learning and behavioral change. Hallmark features of NYCA’s program include repetition and practice, positive reinforcement (the reward system), and extensive use of data to chart progress. “Our kids don’t go more than a few days without making progress on benchmarks,” explains Pagliaro, a recent



Teacher Lynn plays the piano with Sebastian

MBA with over a decade’s experience in special education. Evan’s chart is a case in point: his skill mastery is plotted in a series of spiked graphs, indicating that he must accrue three consecutive days at 90 percent performance before moving on to the next task.

Started by two parents of children with autism, Laura Slatkin and Ilene Lainer, who were frustrated by the paucity of special education placements for autistic children, NYCA is blessed with a network of private donations that supplement the \$62,000 per child reimbursement from city, state and federal coffers. (Ironically, neither Slatkin’s nor Lainer’s child is enrolled in NYCA, because neither was “lotted in” under the strict requirements for New York City charter schools.) Like most of the city’s charter schools, NYCA started small but will add 8 new students each year for the next two years, reaching a maximum of 28 youngsters from 5 to 14 years old in its full

day, 12-month program.

Realizing that he can only serve a finite number of children, Pagliaro has proposed a three-part collaboration with the city’s Department of Education. First, he’d provide education to the city’s Committee on Special Education (CSE) administrators, helping to illustrate what a high quality educational program for autism should look like; second, he’d offer up NYCA as a lab environment so that teachers and aides could learn on-site before beginning their jobs elsewhere; and finally, he’d give intensive consultation to others who might be starting up autism programs in a public school setting.

As he strides purposefully through the building, Jamie Pagliaro is intimately familiar with every student, with a word of encouragement or pat on the back to each one he sees. His last stop of the day is Sebastian’s room, where he finds the boy carefully preparing a Swiffer to clean his corner of the room before departing for the weekend. “When he arrived, Sebastian would punch, kick, and throw chairs; he sometimes required four to five staff members to intervene. He was very dangerous,” confides Pagliaro. “He’s only had two incidents of aggression since May.” Sebastian agrees to play “Itsy Bitsy Spider” on the piano before he leaves: sitting next to his instructor, Lynn, he slowly follows a series of color-coded musical notes to bang out the popular melody. At one point, he falters. “I can’t do it,” he worries. “Yes you can,” Lynn encourages him cheerfully. He finishes the piece and stands up to take a bow.

“I’ve worked in a lot of programs,” reflects Pagliaro. “But this one is my baby and I love it,” he adds with a huge grin. #

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

McCARTON SCHOOL EDUCATES CHILDREN WITH AUTISM

By **EMILY SHERWOOD, Ph.D.**

The statistics are daunting. More than 1.5 million people in the United States are affected by autism, the mysterious brain disorder leading to impaired social skills, communication, and impulse control. One in every 166 American children suffers from autism, and the numbers are growing at a rate that is baffling scientists and confounding practitioners.

One person who decided to meet this challenge head-on is Dr. Cecilia McCarton, Professor of Pediatrics at the Albert Einstein College of Medicine, who in 1998 founded the McCarton Center for Developmental Pediatrics. "The numbers of autistic children we began to see in our Center suddenly became an avalanche. We would be giving therapy to these children and there would be no schools for them, no places for them to go to after age five. Autism overtook us," explains McCarton. So in 2002, McCarton—who is widely regarded as one of the nation's leading experts in diagnosing and treating children with developmental disorders—rallied a core of committed parents who provided the necessary support and endowment funding to open The McCarton School for children aged 3-12 who have autistic spectrum disorders (ASD).

McCarton's East 82nd Street school in New York City is an impressive two-story space. Intimate classrooms on the second floor offer one-way mirrors for parents to observe their children's education, helping them to provide consistent reinforcement in the home. Within each classroom, teachers who are all trained in Applied Behavioral Analysis (ABA) as well as a speech and language therapist work one-to-one with a small group of five students. Explains Educational Director Dr. Ivy Feldman, "We are



working to break each desired task into small, incremental components. Ultimately, we look to create replacement behaviors for behaviors that are not so adaptive." For the child who might be screaming, "We assess the function of that behavior. A child who is having a tantrum might want to gain access to candy or a toy. Or he might want to escape working. Or he might want to gain sensory stimulation. Once we find out the function, we know how to treat it. ABA gives us the tools to look at things scientifically," concludes Feldman. While ABA has sometimes been given "a bad rap" for being too Pavlovian, it has "a very fluid methodology when done well," according to McCarton. To wit, a child in one classroom is sorting and classifying objects by category. "Good job," exclaims his teacher enthusiastically when he accomplishes his task. "What did you earn?" The youngster selects play-doh as his reward (positive reinforcement is a key component of ABA.)

In addition to one-on-one instruction, the McCarton School offers its young charges one hour of intensive speech therapy and one hour of occupational therapy each day, five days a

week. Within amply padded gymnasiums that are equipped with hammocks, swings, balls, and even a small-scale rock wall, "children are helped with sensory integration. A child who is lethargic may jump on a trampoline, or get bounced around on a hammock. A hyperactive child may be calmed by a swing that rocks him back and forth," explains Feldman, who holds a Ph.D. in psychology. But not all the instruction takes place within the four walls of the McCarton School. "We provide lots of outings. As part of our adaptive model, we teach the children to function in their community and in their homes—in the places they actually live. We work a lot on play and proper requesting during these outings," Feldman adds.

The McCarton School is not cheap—tuition is \$80,000 a year, although some parents who have elected to go to an impartial hearing with the Board of Education have been fully reimbursed for its tuition. By the end of 2007, five of the 23 children in the school will be mainstreamed back into their districts, probably with aides to assist

them in their classrooms. But McCarton worries about "the majority of children who cannot transition back to mainstream. Some will always need one-to-one help. That's the nature of this disorder." McCarton is hoping to find more space so that she can expand her school for children up to the age of 18 while providing more slots to meet existing demand for her program. But until then, there are simply too few resources out there, she concludes regretfully.

Though one might have thought McCarton had her hands full right now, she looks ahead to opening a training institute for ABA, speech/ language and occupational therapy professionals. "I want people to understand what good therapy is for children with autism. Then we're insuring that the quality of people who teach these children will be the gold standard. Ultimately they will start their own schools or be recruited as directors. I want to train the next generation," she sums up.

McCarton knows she's pioneering new territory, but, in her words, "There are just so many kids out there who need our help."#

CABAS

continued from page 13

ior analysis based on Skinner's (1957) theory of verbal behavior. We have been involved in research in this area for over 20 years and recent work identifies ways to advance verbal development including the acquisition of several types of generative or productive verbal capabilities and the accompanying improvements in social development. Some of this work is summarized in an article available on the web (Keohane & Greer, 2005 and 2006). A book scheduled for publication in 2007 will spell out the procedures from this research for practitioners to use with children with a range of language delays (Greer & Ross, in press).#

R. Douglas Greer, PhD, SBA, SRS is a Fellow of the Association for Behavior Analysis, Professor of Education and Psychology, Columbia University Teachers College and Graduate School of Arts and Sciences and Coordinator of the Programs in Applied Behavior Analysis.

Special Ed Readings

continued from page 14

Elsevier/Academic Press.

Greer, R. D., & Keohane, D. (In press). CABAS®: Comprehensive Application of Behavior Analysis to Schooling. In Handleman, J. (Ed.), *Pre-School Education Programs for Children with Autism, 4th Edition*. Austin, TX: PRO ED.

Greer, R. D. & Keohane, D. D. (2005). The evolution of verbal behavior in young children. *Behavioral Development Bulletin, 1, 31-48*. Reprinted in 2006 in the *Journal of Speech and Language Pathology: Applied Behavior Analysis*, Volume 1 (2). Available at www.behavior-analyst-today.com

Greer, R. D., Keohane, D., Healey, O. (2002). Quality and comprehensive applications of behavior analysis to schooling. *The Behavior Analyst Today, 3 (2), 120-132*. <http://www.behavior-analyst-online.org>

FISH OIL TREATMENT STUDY



FOR ADOLESCENTS WITH DEPRESSION

PURPOSE: TO EXAMINE OMEGA-3 FATTY ACIDS DERIVED FROM FISH OIL IN THE TREATMENT OF DEPRESSED ADOLESCENTS

RECRUITING ADOLESCENTS AGES 12-19 WITH DEPRESSION

STUDY TREATMENTS ARE PROVIDED AT NO COST

ASSESSMENT INCLUDES A FREE DIAGNOSTIC EVALUATION

FUNDED BY THE NATIONAL CENTER FOR COMPLEMENTARY AND ALTERNATIVE MEDICINE (NCCAM) AND THE NATIONAL INSTITUTE OF HEALTH (NIH)

IF YOU ARE INTERESTED IN PARTICIPATING, PLEASE CONTACT:

JULIA PERAULT
NYU CHILD STUDY CENTER
212.263.2494



NYU Child Study Center
CHANGING THE FACE OF CHILD MENTAL HEALTH
WWW.ABOUTOURKIDS.ORG • 212.263.6622



NEVER GIVE UP THE SEARCH TO FIND THE RIGHT PLACE...



"I was advised to settle for something less, but kept searching. When I visited Crotched Mountain there was a tangible difference in attitude- a professionalism, respect, and "can-do" attitude that set them apart. Standards are high and the approach genuine - they really care! I am very happy with Crotched Mountain and most importantly, so is my son Jared. He has grown enormously in many ways and is becoming the young man that I always thought he could become. It's a family's dream come true!" -Kathy Berns



Crotched Mountain School

- Special Education, K-12
- Vocational Services
- Day & Residential Programs

Children's Specialty Hospital

- Sub-acute rehabilitation
- Post-surgical care

Serving families since 1953

OFFERING A LIFELONG ALLIANCE TO PEOPLE WITH DISABILITIES
CROTCHED MOUNTAIN

For more information, call **800-966-2672** One Verney Drive, Greenfield, NH 03047
www.crotchedmountain.org email: admissions@crotchedmountain.org

Back-To-School with the PTA

By LIZA YOUNG

On the brink of the new school year the Parent Teachers Association (PTA) held a "Back-To-School" media briefing encompassing the academic and emotional growth of children, internet safety, nutrition goals, and careers in the 21st century, with national president, Anna Marie Weselak, presiding as moderator.

Addressing 21st century concerns of parents in preparing their children for academic success was Lesli Rotenberg, Senior Vice President of

PBS KIDS who pointed out that "over 90 percent of parents are preparing children for success in school at very young ages and more than two out of three parents agreed that their children would not keep pace in school if they did not know how to use new media technologies." PBS, as a result is launching a preschool learning destination on TV and the internet aimed at helping children to prepare for academic success, including the instruction of new media technologies to parents and children.

Psychologist and child development expert Dr. Michael Bradley shared his viewpoints on the overriding emphasis of parents—irrespective of economic background—on grades and test scores, and his enlightening perspective on raising healthy children. Bradley defined successful children not in terms of "grades and batting averages," but as kids who are safe, not engaging in high risk behaviors; overall, as children who are happy. Parents should "not go to war pushing their children to get good grades; this can

end up being counterproductive." Engaging in unstructured activities, children can often have the opportunity for more gains as they can practice decision making, critical thinking skills, elimination of frustration, and development of identity. Building character, "putting values into action," is high on Bradley's list of priorities for parents and he urged parents to focus on being role models of good character.

Karen L. Mapp, Ed.D., Harvard Graduate School of Education, highlighted the importance of building school-family partnerships and the importance of family engagement, whether parent or other caretaker, in a child's life across socio-economic, ethnic, and age levels. The importance of developing strong community ties to a child's success was underscored by Warlene Gary, CEO of the PTA, Chicago, Illinois.

The PTA also addressed the hot topic of school nutrition with Vonda Fekete, Co-Chair of Pennsylvania Action for Healthy Kids—a partnership of over 50 private and public organizations dedicated to fostering the health of children—highlighting "the strong connection

between physical activity and academic performance." School districts are now required by federal law to follow wellness policies that address nutritional education and physical activity education.

A partnership between the PTA and Campbell's Recess Rewards, will "help encourage and preserve physical activity in schools," stated Anne Pizarro, Director of Campbell's Labels for Education, a program awarding, for the past 30 years, over 100 million dollars in educational resources to tens of thousands of schools across the country.

Campbell's is additionally teaming with the Harlem Globetrotters basketball team, providing them with resources for their visits to select schools across the country, to promote healthy, active lifestyles for children. Special appearances at the event were made by Eugene "Killer" Edgerson, known for his aggressive instincts on the court—although perfectly mild-mannered outside of it—and NASCAR race car driver, Carl Edwards, PTA ambassador for youth.

For more information visit www.pta.org.



Harlem Globetrotter Eugene Edgerson with Anne Pizarro, Director of Campbell's "Labels for Education"

York Preparatory School

cordially invites parents of prospective applicants to attend an

ADMISSIONS OPEN HOUSE

Open house dates 2006-2007:

Tuesday, Sept. 26	5:30 - 7:00 pm
Wednesday, Oct. 4	5:30 - 7:00 pm
Wednesday, Oct. 11	9:30 - 11:00 am
Thursday, Oct. 19	5:30 - 7:00 pm
Wednesday, Oct. 25	9:30 - 11:00 am
Thursday, Nov. 2	5:30 - 7:00 pm
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



DWIGHT-ENGLEWOOD SCHOOL

One Community... Infinite Possibilities

Admissions Open House Programs

Lower School

Preschool - Grade 5

Wed. October 18, 7-9 p.m.

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

Lower School Building

Middle & Upper Schools

Grades 6-12

Sat. October 14, 1-3 p.m.

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

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

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

Applications will be available online Fall 2006.

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.

Troubled Kids

continued from page 10

warehoused in her care.

Before Sun can teach the kids the lessons of self-respect and empowerment the play projects, she must get them under control. She does this with a great deal of patience and humor and while dealing with her own problems like getting back rent to her landlord and the I.R. S. Most important about Sun's teaching is how she never appears superior to the poor kids she is trying to

transform into good citizens and novice actors. And pretty soon, they develop individual, even lovable personalities and they put on their play.

Sun's show depicts the real-life drama of the kids themselves: Jerome, an 18 year old who has worked for weeks to learn his role, must miss the performance because he has to baby sit for his brother. He runs in breathlessly as the curtain comes down, sighing: "I missed it. All my hard work." It breaks your heart.

The show is intended as social criticism; its title is inspired by the Bush Administration's

"No Child Left Behind" educational policy about which she has her doubts.

Sun gives her students something more than

drama lessons—she gives them hope! (Barrow Street Theater 27 Barrow at 7th Ave., \$45, 212-239-6200)#

FOR ARTISTS WHO WANT TO BECOME TEACHERS

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

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



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

The Career in Teaching You've Always Wanted

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

Financial awards available to eligible applicants in high-need school districts.

Locations

Fifth Floor 325 Hudson Street (corner of Vandam) Manhattan	200 North Central Avenue Hartsdale 914 948-6206, x150
646 230-1274	



EMPIRE STATE COLLEGE

STATE UNIVERSITY OF NEW YORK

Application deadline is March 1, 2007.

For more information, visit www.esc.edu/MATinfo

WHO WILL YOU [BE]?

Be prepared for the career you've always wanted. At The University of Findlay, you can complete your bachelor's degree in business management, criminal justice, or environmental, safety and health management.

If you have an associate's degree or have completed 62 credits, we can help you finish your bachelor's degree—even complete your entire degree online!

Is your field business management? We will round out your expertise with studies in management, economics, marketing, business law, international business, accounting, finance, research, business policy and strategy. We place a strong emphasis on written and oral communication skills, teamwork and personal initiative, with reading, research and writing assignments helping to integrate learning and enhance the professional experience.

For those in criminal justice, our accelerated program can help you complete your bachelor's degree in just 12 months! Courses in correctional thought and practice, policy and administration, criminal procedures and liability issues, crime analysis, research, budgeting and organizational management will prepare you for a leadership role in your field.

Environment, safety and health management is a growing field. Our curriculum will help you grow, too. Fill in your knowledge gaps with course in research methods, permits and reporting, treatment methods, project management, risk assessment, and economics and policy development. We also offer opportunities to focus on specific areas including regulations and laws, sampling and statistics, hygiene and OSHA standards, human resource issues and environmental audits and assessment.

Classes meet once a week in eight-week blocks and are available in person or online with online courses offered through the summer. Any of our bachelor's degree completion programs can be completed in two years.

Why wait? Discover who you can be at The University of Findlay! Call 866-424-5316 or go online: www.findlay.edu, Keyword: degree completion



LANDMARK CHANGES LIVES.

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**. Our studies lead to an associate degree in Business or General Studies. 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 a Fall Open House

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

Saturday, October 21, 2006
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



high-quality
**fully-accredited
faculty-supported**

Earn your **master of science in administration (MSA)** online. Select from specializations such as criminal justice, educational leadership, health-care, human performance technology or public administration. Or, earn a master's in **instructional technology** or **public health**.

Whatever UWF degree program you choose, expect an exceptional learning experience.

Visit UWF online or on-campus in Pensacola, FL
uwf.edu or 800.253.1074

University of West Florida
888.592.1823 • onlinecampus.uwf.edu



CAREERS

FIREFIGHTERS IN NYC

By LIZA YOUNG

Why pursue a career in firefighting? A simple question for Lieutenant Hector Tyler (soon to be Captain) and Firefighter Francesca Smith (soon to be Lieutenant) of the New York City Fire Department who, recently interviewed by *Education Update*, disclosed a passion and desire to help people above all.

Tyler, 23-years in the Fire Department and currently commanding officer in their Office of Recruitment and Diversity, is the son of a NY firefighter. He attained a degree in physical therapy, and following the advice of his father, took civil service exams, including firefighting which enabled him to work in both fields concurrently. He strongly recommends a dual career to young people, pointing out that the firefighting schedule is flexible (24 hours on and three days off) and therefore permits many dentists, pilots, architects, nurses, and physician assistants to pursue dual careers as fire fighters.

Lt. Tyler has a great affinity for working in the fire department, describing it as "the best job in the world." He was awarded a medal for his performance in a rescue, climbing a 35 foot ladder, perching himself against a window sill to bring a firefighter—caught between floors—and a civilian to safety. When asked about the dangers inherent in the job, he responded that key skills are developed during training, and significant improvements have been made to the quality of equipment over the years; that while yes, there are risks, they are no greater than working as an electrician in Con Edison, or in a water tunnel.

Firefighting is an incredible career for women, according to Francesca Smith. "People from different cultures will bring different qualities to the job." The path leading her to where she is today

is inspiring. After graduating from college with a major in psychology she was unsure of what the future would hold. The recommendation of a co-worker to become a firefighter "lit a spark in her head;" she felt this was the career for her given her background of consistently excelling in sports activities, receiving, during college, the title of Regional All-American Field Hockey Player, and as a member of the fire department boxing team, "The Daily News Golden Gloves" in 2003. Above all, Smith responded to the ability to help other human beings in her career in the NYFD.

For those wishing to begin a challenging, fulfilling career in the fire department, Tyler and Smith advise that it's important to do well in high school. To prepare for the competitive exam, Barron's and Arco offer preparation texts and course listings are printed in *The Chief*.

New recruits are required to have either 15 college credits, or at least six months of work or military service experience. To move up in the ranks, departments request college credits, or equivalent reading, and it is beneficial to major in city management or fire science.

Smith's advice specifically to women is: "Don't listen to anyone who says you can't do something." She suggests taking all available tests so as to secure options and to utilize the in-house women's organization composed of volunteers who help female firefighters pass exams. Salaries are excellent: \$25,100 for the first 13 weeks of training, \$32,700 plus fringe after training, \$63,309 plus fringe after 5.5 years.

Joining the fire department is the closest you can come to being a superhero in the real world!#

Recruitment closes October 13, 2006, and will not reopen for four years, so those interested must act immediately.

SIGN LANGUAGE INTERPRETERS

By SYBIL MAIMIN

"It's a great occupation and a great profession...and there's currently a shortage," advises Bill Moody, who for over thirty years has been an American Sign Language (ASL) interpreter. He got into the field informally when, as a hearing teen in Houston, Texas, he observed a member of his church interpreting services for her deaf parents and decided to learn the language "because there were deaf people around and they were interesting." Always attracted to performance, he earned an MA in theater from the Art Institute of Chicago and planned to be an actor. He earned money on the side as a sign language interpreter while doing stints as a director at the Chicago Theater for the Deaf and the National Theater for the Deaf in Connecticut. Through his theater connections, this master communicator went to Paris where he remained for seven years as an actor and interpreter and helped gain recognition for the deaf as a linguistic community. Currently, Moody works as a sign language interpreter for the New York City Department of Education where, together with 20 colleagues, he works on an hourly basis (with benefits) and also maintains a free-lance career. In the schools he interprets at meetings with deaf administrators, guidance counselors, food service personnel, parents, students, and teachers. He works at graduations and other events.

Today, "Most deaf people don't think of themselves as disabled," Moody explains. "They think of themselves as a linguistic minority with the same rights to services as any linguistic minority." He credits the civil rights movement of the 60's with spurring respect for sign as a "bona fide language." Sign language does not depend on spoken language; there are different sign languages for different communities. American

sign is an amalgam of the British and the French, with greater influence from the French which is considered more prestigious. Historically, sign was learned and practiced informally within a community, often by one family member needing to communicate with another. Unlike today, interpreters were not paid. The study of sign as a real language began in the early 60's, and professional recognition followed with creation of the Sign Language Interpreter's Association in 1964. Professional training programs for interpreters were established and today number about 100 around the country in four and two-year colleges. La Guardia Community College in New York City offers a two-year program. The American Sign Language/English School in Manhattan is a middle and high school that enrolls both hearing and deaf youngsters but expects all students to learn sign. The principal is deaf as are many of the teachers. Deaf children today have a better command of English than in the past because "there is much more language around." "Technology has brought lots of English print into deaf lives; e-mail and closed-caption TV are great boons."

For Moody, software programs that translate various languages into English demonstrate the complexity of the process and the difficulties of getting implicit rather than merely explicit messages across. Understanding cultural differences can be crucial to effective translations for diverse constituencies. "It really takes about 10 years to become fluent," he maintains. He sees disadvantages in the current professional route of learning interpreting skills in academia rather than through contact with the deaf community. A good interpreter should know both the deaf and hearing worlds in order to make connections between them.#



Berkeley provides access with success.

"As a first-generation college graduate born in Brooklyn, I know that it takes tremendous effort to succeed. I also know how much every family seeks a better world for their children. I am fortunate now to have come full circle. I share pride with my family as they see how far my education has brought us.

Now, as President of Berkeley College, I also take pride in seeing how many other students we help experience success in their lives. All of us at Berkeley College—the faculty, the staff, and the students—are proud. We are proud of our diverse student population. We are proud of our relationships with business partners who provide in- and out-of-the-classroom learning experiences for our students. We are proud of the fact that last year, 96% of all Berkeley College graduates were employed in jobs related to their fields of study. And, we are especially proud to work one-on-one with every student, providing access to higher education that enables Berkeley College students to graduate and be as successful as they can be—in their lives, in their careers, and in their communities."

—Dr. Mildred Garcia
President, Berkeley College

Bachelor's, Associate's and Certificate Programs

- Accounting
- Business Administration
- Computer Applications
- Fashion Marketing & Management
- Financial Services*
- General Business
- Health Services
- Information Systems Management
- Interior Design
- International Business
- Justice Studies - Criminal Justice
- Management
- Management - Entrepreneurship
- Management - Human Resources
- Marketing
- Network Management
- Paralegal Studies
- Software Management
- Web Design

Programs are offered Day, Evening/Weekend, and Online

Not all programs offered at all campuses.
*Pending approval of the New York State Education Department and/or review by the New Jersey State President's Council.

Find out why Berkeley College is a proven leader in business education.

Call us today!
800-446-5400 ext. EU1



From classroom to career...we're with you every step of the way.
www.BerkeleyCollege.edu • info@BerkeleyCollege.edu



COLLEGE PRESIDENTS' SERIES

DR. MILDRED GARCIA: PRESIDENT, BERKELEY COLLEGE

By JOAN BAUM, Ph.D.

The answer is “Las Ganas”—the question can be about anything related to success in education, whether the question is directed at administrators, students or employers. For Dr. Mildred Garcia, the firmly focused, impassioned, Brooklyn-born president of Berkeley College, having will power and determination is the single most important quality anyone can have and one that she hopes her institution, now in its 76th year, with seven locations in the New Jersey-New York area, will instill in each of its students. In her own case, her parents—especially her mother, widowed when “Millie” was 12 but who lived to attend her daughter’s inauguration—believed that the best inheritance they could leave their seven children was a solid education. But, of course, they gave Mildred Garcia much more, to judge from her numerous professional activities and impassioned words of commitment. They inspired her to serve, to want to be “transformative” in the lives of those who come from lower-income and largely minority populations and to be involved, compassionate and honest. President Garcia knows how to say no, though she couples her response with reasons and is open to dialogue.

Dr. Garcia, whose Ed.D. is from Teachers College, Columbia University, and who holds a B.S. from Baruch College, with a major in business education, has tried over the five years she has been at the helm, to adhere to the Berkeley mission—“to prepare students to be global citizens and successful in the workplace.” It’s not an easy charge, given the fact that the system of which she is president comprises 6 campuses—NYC, White Plains, an extension center in the city, and in NJ, West Paterson, Woodbridge and Paramus. And yet, she seems to be everywhere—visiting each campus, attending annual faculty and administration conferences and “staying in touch” with as many students as she can, even those beyond her own cultural studies majors.

Central to Berkeley curricula, where liberal arts requirements range from 33 percent in NYC to 50 percent in NJ, are internships, the result of solid associations with the business community. Sure, it’s nice to talk about love of learning but, realistically, Berkeley accepts students who want an education because they want a better life and then, it is hoped, Berkeley can “capture their imaginations” and inculcate them with a love of learning.

So what makes Berkeley different from other career-oriented, for-profit institutions? Dr. Garcia ticks off reasons with ease: the seriousness with which the college takes its academic responsibilities, noted particularly in the number of faculty coming from traditional institutions (though the president wishes she could attract more minority Ph.D.s., especially in specialized fields such as accounting (a nation-wide concern); full accreditation by Middle States, both in NJ and NY; a recently instituted and well received First Year Experience, which acclimates students to college and prepares them for the social and well as academic skills they must master in order to succeed; and a close and continuing relationship with leaders in the business community who review and recommend curricula. This connection, represented by a business advisory council for



President Mildred Garcia

each Berkeley major, particularly its most popular—and award winning programs in fashion marketing and management and interior design—has proved crucial. For example, Dr. Garcia notes, at a meeting of the fashion marketing/management council it was pointed out that the college was focusing almost exclusively on women, who make up 71 percent of Berkeley’s 5,000 member enrollment. The result of the meeting was the creation of a men’s fashion program—not just a course—and instructions to Berkeley’s more than 20 career counselors, who manage to place approximately 90 percent of graduates within 90 days—to follow through.

Though public perceptions, myths actually, about the lesser value of career institutions, plague her, Dr. Garcia is proud to note that at Berkeley no one ethnic or minor group is in the majority and that the college has an international studies component. Despite the failure of some inner-city K-12 schools to make a difference and the subsequent failure of some career schools to provide quality education and respect for their students, Dr. Mildred Garcia personally and professionally can attest to the importance of strategic planning and high expectations. This fall, Berkeley will add a Newark campus to its system. Clearly, they’re doing something right.#



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

A BANK STREET COLLEGE ALUMNA

Which program will inspire you?

**Graduate School Open House
Tuesday, September 19, 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

Bank Street
 **INNOVATION IN
TEACHING AND LEARNING**

**SPECIAL 11% DISCOUNT FOR EDUCATORS
THE BALLAD OF EDDIE AND JO**

By David Sard
Hudson Guild Theater, 441 W. 26 St., NYC.
Sept 8-24, 2006: 8PM, Sundays at 3 PM. No Mon., Tues.

COST; \$50 for Benefit Perf., 9/8/06 (includes reception and talk with artists), \$18.00 all other perf. (9/9 - 24). Discount Code: “Teach”

THE BALLAD OF EDDIE AND JO is a reimagining of the tragedy of Oedipus and Jocasta in a decaying neighborhood of a modern American city.

Directed by Lorca Peress. Featuring a stellar cast including Anita Velez Mitchell, Ana Mercedes Torres, Michael Citriniti, Angelo Rosso, Jerry Rago, Steven J. Innocenzi. Stage Manager: Denise R. Zeiler. Produced by David Sard.

Study Abroad

**Foreign Language
Cultural Immersion**

**All Ages
children, adults, seniors
parents & children together
All Year
including Christmas, Easter**

100% Total Immersion
Live in the Home of Your Teacher
All Ages - All Year
20 Languages / 35 Countries
Minimum Stay - One Week

100% Cultural Immersion
Live in the Home of a Local Host
All Ages - All Year
35 Countries
Minimum Stay - One Week

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

ask about our WOW! Programs
= Wonderful One Week
All Ages, including Teens - All Year
Individual Students & Groups
Make Maximum Use of Limited Time
Excellent for IB & AP Students

Foreign Language Study Abroad Service
Box 430903
South Miami, FL 33243
800-282-1090
305-662-1090
info@flsas.com
www.flsas.com
request brochures



LANDMARK COLLEGE: A DIFFERENT PATH TO THE TOP

By MACLEAN GANDER

At Landmark College, there is a story we often hear. A bright student, well-supported by family and high school, matriculates at a college or university with a sense of excitement, direction, and high hopes for success. Even so, within a few weeks the challenges of getting to class, turning in work, and juggling all the activities of college life, become overwhelming. Within a semester or two, the academic picture has grown so dismal that the student is suspended or required to withdraw.

About a third of the students who matriculate at Landmark College fit this profile. Most of the others come to Landmark right out of high school precisely to avoid this scenario. The underlying challenge faced by such students, whether diagnosed or not, is most often Attention Deficit / Hyperactivity Disorder (AD/HD), a neurodevelopmental variation affecting at least 7 percent of the population.

AD/HD is not a cultural phenomenon, but rather a genetically-based syndrome that has been well-established clinically and by contemporary neuroscience. It has nothing to do with intellectual potential; if anything, the prevalence of AD/HD among intellectually or creatively gifted individuals seems higher than the norm. AD/HD is now understood as a complex, multi-dimensional syndrome based mainly in the brain's self-regulatory or "executive function" system. The nature of the disorder is such that individuals affected by it are placed at enormous risk in the transition from high school to college, and from home to the residence hall.

The reasons for this is simple. As a dysfunction of self-regulation, AD/HD mainly affects an individual's ability to plan and initiate tasks, to keep track of time and materials, to regu-

late sleep and waking, to remember tasks and commitments, and to reflect on and learn from experience. Within the home setting, parents of high school students with these difficulties often provide essential structures, reminders, and supports. Likewise, the typical high school provides ample structure and constant reinforcement. Both of these systems drop away when a student goes to college, and while some students with AD/HD manage to survive the transition, many do not.

Landmark College, a private two-year college in Putney, Vermont, is not the only college or university concerned with these questions. For example, the Postsecondary Disability Training Institute sponsored by the University of Connecticut's NEAG School of Education in June had an extensive focus on AD/HD, including transition issues and the efficacy of executive function coaching as a support. Many colleges and universities now offer coaching as part of their disabilities support services.

What distinguishes Landmark College is that every aspect of the program, from faculty hiring and training to residential support systems, is based on what contemporary research tells us about executive function difficulties and their impact on learning and behavior. Some of the most important features include first-year courses expressly designed to serve the needs of students with AD/HD, executive function coaching services that represent the current state of the art, a universal design approach to instruction across the curriculum, and extensive integration of assistive technology in required courses.

Landmark's mission is not simply to provide the best education possible for individuals with learning disabilities, but also through the design

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and often mistaken for a basic copier, multifunction products (MFPs) combine copying, printing, scanning and faxing into one easy-to-use system. When connected to a network, these systems can handle the workload of a small school or a work-group or department within a large university. However, many educational institutions have only seen the tip of the iceberg when it comes to utilizing the full functionality of an MFP. Some may only be copying or printing, while others may have a limited understanding of faxing and scanning. But the power of many of today's multifunction systems goes far beyond these basic functions.

Educational institutions can extend the value of many MFPs through a combined use of software and hardware, so it is important to understand what's available and how these solutions can help save time and reduce costs. Following are two types of solutions that have the power to dramatically improve productivity for faculty and administrative staff.

In processing forms, when combined with an of its program, curriculum, and instructional practices, to create models that may be useful in other postsecondary settings. Landmark College's Institute for Research and Training, which currently operates several Federal grants, is the primary vehicle for dissemination. Ultimately, Landmark College's goal is to end the kind of stories of past failure that it hears far too often from its students. #

MacLean Gander is Vice President for Academic Affairs and Dean of Landmark College

optical mark recognition software solution, an MFP can serve as the on-ramp to automatic test scoring and survey evaluation. This software recognizes barcodes and marks, such as darkened bubbles or checkboxes, in scanned documents. It can also tabulate surveys or grade tests. Teachers simply enter an answer key and a grade scale in the software and it automatically grades the test and produces a report for each student.

By automating the scoring process, teachers can spend less time scoring tests and more time focusing on students' needs.

For administrative personnel, basic and advanced scanning solutions can help streamline business processes by giving staff the ability to easily and quickly capture, store and share hard-copy documents in digital form. In addition, these solutions allow for easy retrieval of electronic files for future use and archiving.

For example, the alumni department of a college in Illinois uses Xerox's FreeFlow SMARTsend scanning software to digitize and store newspaper or magazine articles about their alumni. The staff previously stored these files in hard copy, but over time, this became inefficient. When writing a story about an alumnus, the staff would have to manually search through hard copy files to find the appropriate information—often taking weeks. Now, when articles appear about their alumni, the department scans the information with an MFP and stores it electronically in a Web-based content management system. There are a myriad of solutions that can help maximize the document technology investments of schools and colleges. #

Maggie Ochs is vice president of market planning and product introduction, Xerox Corporation.

CSI's Master's in Business Management

at an affordable \$270 per credit.

GET BULLISH
WITH YOUR
FUTURE!



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

CSI

CU
COLLEGE OF STATEN ISLAND IS NY

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

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

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



THE DEAN'S COLUMN



DON'T BE FOOLED BY MISLEADING DISCOUNTS

By **ALFRED POSAMENTIER, Ph.D.**

Percentage problems have long been the nemesis of most students. Problems get particularly unpleasant when multiple percents need to be processed in the same problem. By showing students that combined percentages don't always lead to the conclusion that is expected, you turn this one-time nemesis into a delightfully simple arithmetic algorithm that affords lots of useful applications. For example, most people would expect that if an item were increased by 10% and then discounted by 10% (or vice versa) that the price remains unchanged. Well, this is not the case. We will present a not-very-well-known scheme that will simplify this situation and will enchant your students at the same time. We will begin by considering the following problem:

Wanting to buy a coat, Lisa is faced with a dilemma. Two competing stores next to each other carry the same brand coat with the same list price, but with two different discount offers. Store A offers a 10% discount year round on all its goods, but on this particular day offers an additional 20% on top of their already discounted price. Store B simply offers a discount of 30% on that day in order to stay competitive. How many percentage points difference is there between the two options open to Lisa?

At first glance, students will assume there is no difference in price, since $10 + 20 = 30$, yielding the same discount in both cases. The clever student will see that this is not correct, since in store A only 10% is calculated on the original list price, with the 20% calculated on the lower price, while at store B, the entire 30% is calculated on the original price. Now, the question to be answered is, what percentage difference is there between the discount in store A and store B?

One expected procedure will have the student assume the cost of the coat to be \$100, calculate the 10% discount yielding a \$90 price, and an

additional 20% of the \$90 price (or \$18) will bring the price down to \$72. In store B, the 30% discount on \$100 would bring the price down to \$70, giving a discount difference of \$2, which in this case is 2%. This procedure, although correct and not too difficult, is a bit cumbersome and does not always allow a full insight into the situation.

An interesting and quite unusual procedure^{1*} is provided for entertainment and fresh insight into this problem situation:

Here is a mechanical method for obtaining a single percentage discount (or increase) equivalent to two (or more) successive discounts (or increases).

(1) Change each of the percents involved into decimal form:

.20 and .10

(2) Subtract each of these decimals from 1.00: .80 and .90 (for an increase, add to 1.00)

(3) Multiply these differences:

$(.80)(.90) = .72$

(4) Subtract this number (i.e., .72) from 1.00:

$1.00 - .72 = .28$, which represents the combined discount

(If the result of step 3 is greater than 1.00, subtract 1.00 from it to obtain the percent of increase.)

When we convert .28 back to percent form, we obtain 28%, the equivalent of successive discounts of 20% and 10%.

This combined percentage of 28% differs from 30% by 2%.

This procedure can also be used to combine more than two successive discounts following the same approach. In addition, successive increases, combined or not combined with a discount, can also be accommodated in this procedure by adding the decimal equivalent of the increase to 1.00, where the discount was subtracted from 1.00 and then continue in the same way. If the end result comes out greater than 1.00, then this reflects an

continued on page 31

"An effective teacher is willing to examine oneself thoroughly, accept responsibility, and be the role model, surrogate parent, friend, mediator, and counselor."

- Dr. Selina Ahoklui, NYS Teacher of the Year, 1998

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

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 **TOWN 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
Tuesday, September 19, 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

Bank Street
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

SEPTEMBER 2006

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____



CAREERS

Actor Ralph Fiennes

By GILLIAN GRANOFF

Critics consider Ralph Fiennes to be one of the top actors in the world. Recently Fiennes appeared at the Oxonian Society where the following dialogue ensued. He might be best known for his role in *Harry Potter and the Goblet of Fire* but received numerous accolades including an Oscar nomination for his portrayal of the commandant of the Nazi concentration camp in Steven Spielberg's acclaimed epic *Schindler's List*. In *The English Patient*, Fiennes and his co-star Juliette Binoche also received Academy Award nominations for their performances. Most recently Fiennes appeared in John Le Carer's *The Constant Gardener*. He won a 1995 Tony Award for his portrayal of Hamlet, and this year was nominated for another Tony for his performance in *Faith Healer*.

Q & A

Q: There are few actors in the world that have the command of the screen and stage like you. You are becoming the new Laurence Olivier. What do you attribute your diverse range and style to?

A: The first movie and words I can remember was a film of Laurence Olivier my Mum showed me when I was a toddler. I didn't understand the words fully, but it sounded beautiful. My acting comes from a place inside, and my imagination. Drama school has tuned the techniques.

Q: Why do you think many of the great actors are from the U.K.? Do you attribute it to the culture, emphasis on theatre, or the national institutions?

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British

culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don't believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual's imagination and interpretation.

Q: Your performance in *Schindler's List* was terrifying. Audiences around the world cringed in their seats. Holocaust survivors thought your performance was so accurate and realistic. Please elaborate how you prepared for this role.

A: I read books on Schindler and spent a lot of the time in the archives of the Imperial War museum in London and imagined and created a picture of the commandant of the concentration camp.

Q: In a heart-breaking scene in *Schindler's List* you show some humane character, even if it is only for a moment, by feeling and being attracted to the Jewish girl who is your servant. Did you improvise that scene and please explain how you so vividly transformed yourself from caring for a split second to the administration of the concentration camp?

A: It was written in the script. I like scenes that have range and can go from one extreme to another on a dime.

Q: What was it like filming in Poland in the winter and what was it like visiting Auschwitz and some of the other camps?

A: We filmed in Krakow and the city and streets have not changed much physically since the War. It is emotional content, but the cast and larger



THE EDUCATION PROGRAM

Goddard College, Plainfield, Vermont

By Geraldine Lyn-Piluso, Program Director, Education—www.Goddard.edu

Goddard College has a rich history as a progressive, democratic institution. The mission of the college is, in part, "to advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy." Tim Pitkin, the college's founder, suggested that a student's practice of democracy in their education prepared them for active citizenship in their communities.

The college's original emphasis on Dewey has, in the Education Program, been infused with a commitment to a broadened set of principles that includes critical, feminist, and multicultural pedagogies, and participatory democracy. Graduates of the program seek for themselves and others ways to keep the democratic spirit alive and as the mission suggests "become creative, passionate, lifelong learners, working and living with an earnest concern for others and for the welfare of the earth."

Faculty and students are challenged to evaluate the meaning of democracy and its role in inquiry. The program integrates Dewey's philosophy with thinkers such as Friere, Hook, and Noddings as we collectively seek to articulate a critical understanding of the structural dimensions of problems, develop tools to challenge and recreate dominant structures, and to envision alternative social options. The program reflects Wolin's understanding of democracy in action: "a project concerned with the political potentialities of ordinary citizens, that is, with their possibilities for becoming political beings through the self-discovery of common concerns and of modes of action for realizing them".

The Education program uses a low-residency model allowing students to continue to work in their own communities as they pursue a BA or MA degree and in many cases, teacher certification. Students enrolled in the program are challenged to think and practice education in ways that are personally and socially meaningful. As adult learners, students are seen as co-constructors of knowledge. In the spirit of progressive educators such as Dewey and Kilpatrick, students develop an individualized plan of study in collaboration with their advisor at the residency (8 days of workshops, presentations, and advising sessions) that they then carry out over a semester. The college practices authentic assessment. Students and their advising faculty write narrative evaluations that reflect the student's work.

Students can pursue a BA or MA degree and may also gain a teaching endorsement in Art, Early Childhood, Elementary, Middle Grades, Secondary English, Social Studies, Math or Science, and/or School Counseling. Certification students are asked to think and reflect critically about conventional teaching models and to define and consider the meaning of authentic, "good practice." The program also offers specific concentrations including Partnership Education with a focus on multicultural, gender, and bilingual education, spirituality, environmental sustainability, and the practice of democracy and peace in an educational environment.

crew formed a unique bond and in the evenings we would relax over drinks and stories.

Q: What did you think of the heart-breaking ending of the *End of an Affair*?

A: The book and screenplay are different. Juliana's character dies halfway through in the book. However, in the screenplay she dies at the end. It works in the movie. I hate to say it but I like sad endings.

Q: Very few actors return to the stage after they become a brand name in film. Nevertheless, you continue to return to the stage whenever you have a chance trying to tackle more complex work and characters.

A: Many actors are glad to leave the stage per-

manently. I love the stage. It is where I began. I feel a unique connection with the audience. And every evening is different. The connection with the audience is what draws me to the theatre.

Q: Are you trying to reach a certain level in your career? And how do you know when you have reached it? It seems like you continue to push your boundaries and performances to the edge.

A: I like material that is complex and has range. I believe in challenging and well-written material.#

The Oxonian Society is open to people of all educational experiences and backgrounds. Visit www.oxoniansociety.com.

Progressive Education for Progressive Educators



photo by Ann Cardinal

Call today and get started on your career in education.

Union Institute & University's programs are designed for working adults. Our programs are low-residency and based on current adult learning theory.

Bachelor of Arts: Teacher licensure is in early childhood, elementary, secondary, and art education. A post-baccalaureate licensure option is also available.

Master of Education: Professional development for practicing educators. Licensure programs in art, early childhood, elementary, middle grades, secondary and special education, school counseling and administration.

Our programs in education allow you to earn your degree and come to campus as little as 2 weeks a year, the rest of the work is done from where you live and work.

Offering:

B.A. • M.A. • M.Ed.
M.A. in Psychology
M.F.A. • Psy.D • Ph.D.

Contact:

888.828.8575
www.tui.edu



A Different Approach

UNION INSTITUTE
& UNIVERSITY

FDR's GRANDDAUGHTER & GREAT GRANDSON ANALYZE HISTORY

By SYBIL MAIMIN

The retelling of history can be contentious as new research, as well as distance, produces fresh ways of looking at the past. A recent program at the American Jewish Historical Society about President Franklin Delano Roosevelt and his response to the Holocaust asked provocative questions and reignited emotions. A distinguished panel that included Ambassador William Vanden Heuvel and FDR's granddaughter Anna Eleanor Roosevelt, co-chairs of the Franklin and Eleanor Roosevelt Institute, Professor Trudy Festinger, granddaughter of Rabbi Stephen Wise, Henry Morgenthau III, son of Roosevelt's Treasury Secretary Henry Morgenthau, Jr., and Joshua Boettiger, FDR's great grandson and a newly ordained rabbi provided personal recollections and documents to suggest FDR opposed Hitler early on and did much to aid the Jews, a position that is disputed by some.

Vanden Heuvel explained that in 1933, when Hitler came to power, the United States was deeply isolationist. Quotas limited immigration, especially from Eastern Europe, home to most of Europe's Jews. Anti-Semitism was part of American culture, and the rescue of European Jewry faced insurmountable roadblocks. "The President couldn't unilaterally increase quotas," explained Vanden Heuvel. "Yet, the United States took in twice as many refugees as the rest of the world combined because of Roosevelt." He emphasized, "It was a time and a place where no one foresaw the events of the Holocaust."

Festinger spoke of her mother, Justine Wise Polier, a judge and daughter of Rabbi Stephen Wise, as deeply concerned about the fate of German children. Rabbi Wise "had an early understanding of what was happening in Germany and the danger of Hitler" and spoke of it at home. The first serious attempt to amend the immigration laws was her mother's work on a bill to allow 20,000 French children into this country. Enlisting the help of her friend Eleanor Roosevelt who, in a series of letters offered advice on getting the bill passed, she saw it "amended to death" by a hostile Congress. Anna Roosevelt read some of her grandmother's letters, which "showed the commitment of Eleanor to people who had no voice."

Morgenthau recalled, "Eleanor and Franklin were the most important people in my parent's lives," and added, "Eleanor's relationship to Jews illustrated her capacity to grow." She was raised in a class-based anti-Semitic atmosphere where she struggled to gain self-esteem and ultimately found her calling as a champion of justice for all, including miners, immigrants, and



(L-R) William vanden Heuvel, Anna Eleanor Roosevelt, Trudy Festinger, Henry Morgenthau III, Joshua Boettiger

Jews. In his own life, Morgenthau evolved as a concerned Jew over time as did his father. As Treasury Secretary, his father had jurisdiction over the Coast Guard and tried to help those on the St. Louis, the ship from Hamburg, Germany carrying 930 Jewish refugees to this country in 1939. He was opposed by a strongly anti-Semitic element in the State Department and the ship was ultimately turned away.

Boettiger praised his great grandparents for not giving in to "the fear of their time." He admires Eleanor for being "the most open person with the capacity to hear each person's story." He remembers FDR for a sense of playfulness, which he was able to balance with work. Boettiger advised analyzing history from every angle, remembering the good and learning from the mistakes.

Robert Rosen, author of *Saving the Jews: Franklin D. Roosevelt and the Holocaust*, offered the most vigorous defense of FDR. There was "no way Roosevelt could have rescued the Jews," he maintained. One million Jews were shot near their towns, not in concentration camps, before the US entered the war. "Roosevelt denounced the killing of Jews early on and in the strongest terms." He referred to "war criminals," which became the foundation of the Nuremberg War Crimes Tribunal. The President's first obligation was to defend this country; 550,000 Jewish soldiers including seventeen generals did just that.

Some attendees took issue with the speakers maintaining the government, and Roosevelt as its head, could have done more. They cited strong opposition from the State Department in efforts to help Jews, noting the War Refugee Board, created in January, 1944, was slow to move because of State Department tactics, thereby losing rescue opportunities. Roosevelt knew of the Holocaust but kept the information private. Would Jews have gone to concentration camps if they knew of Hitler's plans, a questioner asked. Concerning possible bombing of rail tracks to Auschwitz, Rosen said such a plan would have been impractical while Morgenthau claimed it would have been a great moral booster. In sum-

mation, Vanden Heuvel remarked, "We can't help asking if there wasn't more we could have done." But, he explained, we were fighting the most powerful military force in the world in a war in which 67 million people died. "Things that we understand now, we didn't understand then...this country did what had to be done, ultimately destroying Hitler and the Nazis and that saved this country and civilization."

The American Jewish Historical Society, one of five institutions that make up the Center for Jewish History, was founded in 1892 and, as described by its president, Sidney Lapidus, is "responsible for the future of the Jewish past." It makes the record of the Jewish experience in America available to researchers and the public through impressive collections, publications, and exhibitions.#

The New Educator: Building and Sustaining Learning Communities in Challenging Times

Saturday, October 21, 2006

The School of Education, The City College of New York, Convent Avenue at 138th Street, New York, New York 10031

For full conference details, visit www.InformaLearning.com/TNE

Keynote Speakers:



Sonia Nieto, Professor of Language, Literacy & Culture, University of Massachusetts, Amherst, School of Education, Department of Teacher Education and Curriculum Studies

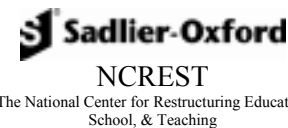


Pedro Antonia Noguera, Ph.D., Professor in the Steinhardt School of Education, New York University; Director of the Center for Research on Urban Schools and Globalization

Special performance by the Youth Dance Company of the American Ballroom Theater, featured in the movie *Mad Hot Ballroom*.

This event will provide a forum for research and the wisdom of practice about how to keep student learning at the heart of educational work in preK-12 schools, educator preparation programs, professional development arenas, and out-of-school settings. Presentation formats include individual presentations, interactive workshops, colloquium lunch presentations, and roundtables.

Supporting Organizations:





NY SCAS

A DIVISION OF **TOURO COLLEGE**

New York School of Career and Applied Studies

GET YOUR ASSOCIATE OR BACHELOR DEGREE IN:

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

Certificate Programs

Digital Media Arts | Medical Coding & Billing

OPEN HOUSE

EVERY SUNDAY 10am-3pm

27-33 West 23rd Street, New York, NY

212.463.0400 x500

Graduate and Professional Programs

Law | Business Management

Education and Psychology

Mental Health Counseling | Social Work

Other Professional Opportunities at TOURO COLLEGE

Pre-Law | Pre-Medical | Pre-Dental

TURN YOUR DREAMS INTO REALITY!

212.463.0400 x500

Manhattan Brooklyn Queens

718.265.6534 x1003

Touro College is an equal opportunity institution



CAREERS

WRITER SAM SWOPE

By LIZA YOUNG

Sam Swope, award-winning author of *I am a Pencil, A Teacher, His Kids, and Their World of Stories*, recently spoke with us, in his amiable, yet thoughtful manner, regarding his earliest experiments in writing and the road to success.

Swope "loves sheer language and storytelling," his affinity for writing dating back to childhood. As a student in Gettysburg, PA, during the sixties, creative writing was not emphasized in the school system; however, he excelled at all his writing tasks and was praised continuously for his work by teachers. He further exercised his talent through involvement in the Gettysburg theatre during elementary school, writing plays. At home, Swope reflected, he was consistently held responsible for his family's tradition of writing birthday poems.

After graduating Middlebury College, and completing a fellowship at Oxford University, Swope decided not to pursue a career as a professor "and spend all [his] time writing papers on Shakespeare." Instead he came to New York to fulfill his dream of becoming a writer and launched his new career writing children's movies at an educational company, quickly rising in the ranks. Unfulfilled in his dream, he left after five years.

Swope sadly recalled trading in his beautiful apartment in Greenwich Village for a garret in Times Square to "make himself into a writer," supporting himself through various jobs including teaching positions at colleges such as Wagner College in Staten Island.

The early fruit of Swope's labor was the acclaimed children's book *The Araboolies of Liberty Street*, a story (about the wild and colorful Araboolie family who come into conflict with

the villains, the fascist General and Mrs. Pinch) which resulted in being able to work with a wonderful illustrator, Barry Roots, giving him a taste of early and sweet success.

His second book, *The Krazees*, (where Swope's admiration of Seussian rhyme is evident) was delayed due to difficulty finding an illustrator, but was eventually published, followed by *Gotta Go! Gotta Go!*, a tale of migrating Monarch butterflies. Swope believes his talent for writing children's novels stems from having a "relatively happy childhood, having maintained a sense of play and silliness;" his writing, however, includes book reviews for *The New York Times* and articles for *Newsweek*. Beyond the printed page, Swope's *The Araboolies of Liberty Street* has been adapted as an opera by Ronald Perera for performance in schools, while Nickelodeon is working on a movie script based on *The Krazees*, to star Robin Williams.

His writing as well as teaching talents are evident in *I am a Pencil, A Teacher, His Kids, and Their World of Stories*, Swope's memoir of experiences teaching poetry and writing to a group of mostly immigrant third graders in a public school in Queens. Starting out as a ten-day workshop, it evolved into a three-year journey of fostering the children's writing skills. Swope is a proponent of allowing "kids to write what they know;" using an intuitive fashion, rather than a formulaic approach, he guided students towards expressing and writing their personal stories. The journey with the children also afforded them the discovery of the emotional landscape of their lives. He described the children as "terrific kids, who wrote wonderful stories," some of whom he still keeps in touch with today.

Swope knows the lasting impression good teachers leave on students, fondly recalling sev-

BANK STREET PROGRAM HELPS RETAIN TEACHERS IN HIGH-NEED SCHOOLS
PARTNERSHIP FOR QUALITY ALSO AIMS AT CHILD AND PROFESSIONAL DEVELOPMENT

By Katy Gurley

It takes an hour by subway for Vanessa Hemenway to get to her job at the Melrose School, a high-need grade school in the Bronx, N.Y. And then there's the hour back home at the end of the day. What keeps her going is the tremendous satisfaction she gets in creating a meaningful day of learning for children who otherwise live with poverty, broken homes and high crime.

The job is fulfilling because of New York City's Bank Street College Partnership for Quality Program (PQ4), which provides an extra dose of support and special training for teachers working in schools that often lack materials and resources, Hemenway says.

"And the other teachers and the [Melrose School's] administration give me full support," as well, said Hemenway, 33, a master's degree graduate from Bank Street. One important ingredient the Bank Street program provides is a support teacher assigned to coach Hemenway, who is in her first year of teaching.

The aim of the program, funded by the Bank Street's Graduate School and by a grant from the United States Department of Education, is to retain first-year teachers like Hemenway, while improving the city's neediest schools, and preparing the children for their next grade, high school and the world.

Other education programs have similar goals, but some of them fill high-need schools quickly with teachers who are not carefully trained to deal with the needs of students from the poorest neighborhoods. Those teachers often walk into school the first day feeling alone and uncertain, and without enough support and materials.

"The program addresses the need to develop and retain good teachers in schools where well-intentioned but often unprepared teachers have created an endemic revolving door that has been detrimental to children," said Jon Snyder, Dean of the Graduate School, who was instrumental in creating the partnership.

The P4Q program primarily supports its first-year teachers in four "hub" schools in New York's Department of Education Region 9 through a vast network of mentors. That network includes experts from Bank Street and experienced teachers from the participating schools themselves.

This year, 12 teachers are participating in hub and network schools with a goal of 30 teachers involved by 2008-09. The schools are chosen on the basis of need and the willingness to work closely with Bank Street.

"We aim to make these schools such great places to work that they will have more than enough qualified teachers," said Anna Lo Bianco, P4Q's project director.

For further information on the P4Q program, contact Public Relations Manager Karen Arthur at 212-961-3331 and/or visit www.bankstreet.edu/gsp/partnershipforquality.html

eral of his elementary and high school teachers: Ms. Wolf, Mr. Krick, and Mr. Witt. He credits Maurice Sendak as a mentor, whose Connecticut home he visited many times. Sendak took the time to look at his writing, and have discussions as they walked with Sendak's dogs in the fields near his home.

His advice to aspiring writers is to read "every-

thing: fiction, non-fiction...Ideas are everywhere." And to get published, "be persistent," he admonishes; "it just takes one editor to say yes." He urges teachers to "take the time to pass your passions on to students," clearly the most effective approach. Following his own passion and doing what he loves best, writing and teaching, has propelled Swope to success.#

Calendar of Events SEPTEMBER 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

GODDARD COLLEGE
THE POWER OF WORDS: LIBERATING YOURSELF AND THE WORLD THROUGH HE SPOKEN, WRITTEN AND SUNG WORD
Transformative Language Arts Conference October 6-9, 2006 at Goddard College
For registration and further conference details contact Jewel Mason - jewel.mason@goddard.edu or via phone at 802-454-8311, ext. 204. To see the full conference web site go to <http://www.goddard.edu/academic/TLAcconference.html>.
Goddard College is a leader in low-residency education. Students from all over the United States come to the Goddard campus in Plainview, Vermont to attend eight-day residencies and create plans for individualized learning experiences.

GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY
19 West 44th Street, Suite 500; New York, NY 10036
INSTITUTE TO CO-SPONSOR CONFERENCE
ON HARRIET JACOBS

On October 6-7, the Gilder Lehrman Institute will co-sponsor a conference in New York City titled *The Legacies of Slavery and Sisterhood: the Life and Work of Harriet Jacobs* with Pace University and the Ford Foundation. Six panel discussions and a roundtable session will examine Jacobs's contributions to American literature and black activism. Teachers, scholars, and members of the public can register to attend at: http://appserv.pace.edu/execute/page.cfm?doc_id=20089

2006 GILDER LEHRMAN PRIZE IN AMERICAN HISTORY
Each year, the Institute joins with The Concord Review to co-sponsor the *Gilder Lehrman Prize in American History*. The prize recognizes exceptional American history essays written by high school students. Click below to read the winning essays for 2006: <http://www.gilderlehrman.org/teachers/student6.html>

FEATURED DOCUMENT

The Institute regularly features documents from the *Gilder Lehrman Collection*. In the spotlight this week is a letter written by John S. Mosby. He addresses the dilemma of fighting for the Confederacy while despising slavery. See the letter and read the transcript: http://www.gilderlehrman.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. Our current poll asks: "What Supreme Court decision most influenced life in the U.S.?" Vote and enter to win on our homepage: <http://www.gilderlehrman.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

Open Houses

POLY PREP COUNTRY DAY SCHOOL
9216 Seventh Avenue, Brooklyn, NY 11228
(718) 836-9800 www.polyprep.org

MIDDLE SCHOOL
FOR STUDENTS ENTERING GRADES 5-8 IN FALL 2007
Sat., Sept. 30, Homecoming, 10:00 am-12:00 pm
Wed., Oct. 11, 9:00-11:00 am
Fri., Oct. 20, 9:00-11:00 am

UPPER SCHOOL
FOR STUDENTS ENTERING GRADES 9-11 IN FALL 2007
Sat., Sept. 30, Homecoming, 10:00 am-12:00 pm
Fri., Oct. 13, 9:00-11:00 am
Tues., Oct. 17, 9:00-11:00 am
Mon., Oct. 30, 9:00-11:00 am

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
October 17, 2006
November 8, 2006

Parent Training

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

APT FOR RENT

2 Bedroom Sunny Apt.
23rd Street East. Seeking Female, Non-Smoking Roommate. Walking Distance to Baruch College, School of Visual Arts. Own

Bedroom, parquet floors, built in bookshelves, designer closet, fully furnished. 24 hr doorman, laundry room with adjacent sundeck. All new appliances and great views!! Short term OK. Call 917-742-7691. \$1450. Negotiable.

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. I³ offers elementary teachers a variety of affordable supplemental curriculum materials that encourage students to participate in a "Hands on-Minds" environment.

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

SPECIAL EDUCATION

The Sterling School
(718) 625-3502

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

SCHOOLS

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

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

PARENT TRAINING PROGRAM

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

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

THERAPY

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



Logos Bookstore's Recommendations



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

Watership Down

by Richard Adams
(Scribner, \$15).

Tired of tall buildings, city noise, concrete and glass? Want to experience another world, one of green grass, hills, forest, pasture and country animals? You have no opportunity to leave the city? Pick up a copy of *Watership Down* by Richard Adams and read on. Not only will you be out in a land of green, but you will encounter some amazing characters mostly in the form of the rabbits you will meet there. Fiver, nickname for the fifth in a litter, is small but has great visions, dreams and nightmares. He feels trouble before it happens. Who listens to him? It is his older brother, Hazel, shrewd, open-minded, kind and not old enough for rabbit leadership in their warren. Their friends are the industrious, intelligent Blackberry and the swift Dandelion, great teller of tales who join Hazel and Fiver in leaving the warren after Fiver's and Hazel's meeting with Chief Rabbit does not convince that leader to order all rabbits to flee the warren.

But other rabbits do believe Fiver's sense of danger of impending human destruction of their habitat, including Bigwig, a prominent member of the rabbit patrol who brings the Chief Rabbit's nephew, Silver, and a solid, young buck, Buckthorn, to Hazels' group, which now includes as well Hawkbit, Acorn, Speedwell and Pipkin, a rabbit as small as Fiver. And the odyssey begins. What a series of adventures occur! The rabbits

cross rivers, fight dogs, cats, rats, get caught in snares, meet up with strange, passive rabbits and with very aggressive warlike rabbits. The latter are led by General Woundwort, a most, ferocious and violent rabbit. The action of this book is swift and frenetic. At times the story is quite a page turner. Is Bigwig going to die? Will Fiver fall into a coma because of his visions? Will any member of this band of rabbits survive? It is quite a special world, this world of *Watership Down*.

On Wednesday, October 4, 2006 at 7 P.M., Kill Your TV Reading Group will discuss *Watership Down*. Come join the fun. Meanwhile Logos is the place to shop for Rosh Hashanah cards, books and gift ideas, as well as for the start of the school year. The Sacred Texts Group led by Richard Curtis will be starting its discussion of the Gospel of Matthew. Children's Story Time is at 3 P.M. every Monday with Dvorah.

UPCOMING EVENTS AT LOGOS

- Wednesday, September 6, 2006 at 7 P.M., KYTV Reading Group will discuss *Never Let Me Go* by Kazuo Ishiguro.

- Monday, September 18, 2006 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss The Gospel of Matthew.

- Wednesday, October 4, 2006 at 7 P.M., KYTV Reading Group will discuss *Watership Down* by Richard Adams.

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

Breaking Through: Transforming Urban School Districts

Reviewed BY MERRI ROSENBERG

Breaking Through: Transforming Urban School Districts

by John Simmons
Teachers College Press, Teachers College, Columbia University: New York and London, 2006: 250 pp

In recent years, concerns about how to effectively transform schools have taken on increased urgency, in part because of the No Child Left Behind act.

No matter what your politics (or whether you agree or disagree with the current Washington administration's particular take on how to measure educational outcomes), few educators can ignore the reality that many schools simply aren't working for far too many students. The achievement gap between high versus low-income districts persists, and equitable funding for all schools and students continues to be an elusive goal.

Author John Simmons, president of Strategic Learning Initiatives, a not-for-profit organization that focuses on organizational improvement, throws down the gauntlet in his preface, charging that "Every day large urban school systems in America founder in their missions, fall short of their goals, and lose the opportunity to provide all students with the basic skills they need to avoid a lifetime of poverty-wage job. The leadership of the central office staff needs to determine how to better support the work in all schools, not mandate it."

That point is echoed by esteemed and renowned educator Deborah Meier, in the book's foreword: "Changing school districts can release energy—and time—inside each school and classroom. We know that having a strong say in one's work—for teachers and students—is an effective way to improve our learning curves. We know that doing work that seems important, significant and valued—not only to us individually but also to the larger community—produces higher-quality work."

Fine—so now what?

Through case studies, interviews, examples and often provocative questions embedded in specific articles, the various contributors offer possibilities. Topics range from school-site decision-making, what superintendents have learned, how to train and recruit better leaders, what works with high school redesigns, and how to improve transitions from nursery and pre-school settings to elementary school, among others.

One contributor, Richard F. Elmore, a professor of education at Harvard University, states that "The disease of the current institutional structure of public education is incoherence." Few educational professionals would disagree with this assertion, I suspect, and would concur with his remedy that "The treatment for this pathology is a focus on direct accountability of professionals and the schools they work in for the quality of instructional practice and performance for all children and the construction of deliberate strategies of instructional improvement in schools and school systems."

Or, as W. Patrick Dolan, a consultant, asks, "Why is it so hard to scale-up best practice from one school to most schools? Maybe it's the nature of schools, somehow, or the folks who choose the profession, who like to work in private."

There is certainly plenty to ponder and debate. The prose is lucid, and often provocative. The chapters work on their own, as well as part of this extremely well-integrated argument.

Not surprisingly, the ultimate take-away message of this volume urges educators to be sure that both the classroom teachers and central administration share the same vision about what to do in the schools. Sounds simple in theory—clearly the trick is to make it happen on the ground, in the schools.

This is a worthwhile and important book that would be an excellent homework assignment for the upcoming year's staff development discussions.#

Never Stuff A Rockfish: Simple Acts of Cooking and Random Acts of Creativity

Reviewed BY MERRI ROSENBERG

Never Stuff A Rockfish: Simple Acts of Cooking and Random Acts of Creativity
by Arthur Auerbach

I didn't exactly start out as a foodie.

One of the delights of beginning my married life (more than a quarter of a century ago) on the Upper West Side of New York was the abundance of cheap and good Chinese restaurants. Who needed to cook?

Eventually, of course, as we moved to the suburbs and had children, not only did I need to cook—but I also wanted to cook. I've come to understand the honest-to-God pleasure of making meals for my family and friends, and experiencing the satisfaction of them asking for seconds and thirds of what I've prepared.

So I'm a relatively recent convert to the joys of The Food Network. Now I'm as likely to wander through the cookbook section of a bookstore as to the fiction and literature shelves. Thanks to my family (and especially my son, and my daughter's friends,) I've even learned to derive pleasure from preparing a thoughtful, leisurely meal for those I care about.

No one will ever mistake my meals for those of an Iron Chef or Martha Stewart, and that's fine. I'm happy enough with a fragrant roast chicken, or herbed potatoes, or a spinach quiche for a

casual Sunday brunch, that satisfies my loved ones and guests.

In this charming, eminently user-friendly cookbook, Arthur Auerbach instinctively understands the need for an uncomplicated collection of recipes that work just as well for an empty-nest couple who prefers to dine in rather than out as for a recent college graduate eager to show off—just a tad—for his friends. These recipes are designed for generous servings for two, and can easily be adapted for more.

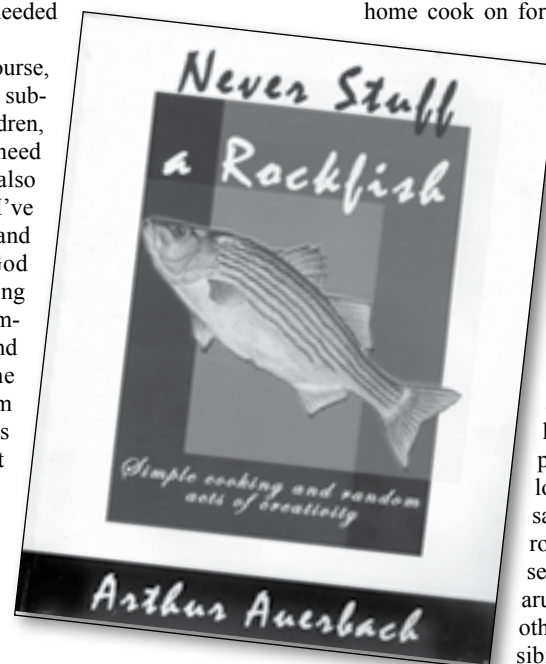
For the most part, Auerbach isn't sending the home cook on forays to exotic markets for unusual ingredients.

I appreciate his suggestions that the cook use prepared products like Rao's Homemade Marinara pasta sauce, for example, or a Pepperidge Farm frozen pastry dough to make things easier.

Auerbach is a fan of chicken breasts—particularly the boneless kind, as am I. The various recipes he provides for ways to prepare them (chicken scappolini with lemon-caper sauce, chicken breasts with rosemary and mushrooms, seared chicken breasts with arugala, among many, many others) offer a wealth of possibilities to tempt anyone away from take-out at the end

of a workday.

There are sections on meats, fish, pasta, salads, appetizers, sauces and vegetables, with intriguing dishes in all of them. This would make an ideal house-warming present for someone starting out in a first apartment—even someone not quite certain how to turn on a stove—as well as a perfect present for the hosts who'd like to be able to spend time with their guests.#



"Best Bookstore for Kids!"

—New York Magazine

Come see why!

www.bnkst.edu/bookstore/

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

knowledgeable staff • gift certificates • wrapping • phone orders • shipping worldwide

Sign Me Up

Please send me my free copy of your monthly newsletter, *Bookmarks!*

Name _____

Address _____

City/State/Zip _____

Mail to: Bank Street Bookstore, Bank Street College of Education, 610 West 112th Street, New York, NY 10025

METROBEAT



Sapolin Appointed Commissioner On 16th Anniversary of Americans with Disabilities Act

By MAYOR MICHAEL BLOOMBERG

Mayor Michael R. Bloomberg appointed Matthew P. Sapolin, Executive Director of the Mayor's Office for People with Disabilities to Commissioner. Mayor Bloomberg also honored five recipients of the Second Annual Mayoral Advocacy Awards. These awards honor people and organizations that are raising the quality of life for people with disabilities. They were Chairman and CEO of Avis Rent-A-Car System, Ronald L. Nelson, Director of the Human Ability & Accessibility Center at IBM Frances West, and Executive Director of the Disabilities Network for New York City Alexander Wood.

"The passage of the Americans with Disabilities Act was a civil rights milestone," said Mayor Bloomberg. "For more than 50,000,000 Americans living with a disability, some aspects of daily life are still challenging. New York City is working to break down barriers that keep

people with disabilities from fully participating in city life."

According to Sapolin, "the city has made significant gains to improve the lives of people with disabilities—from Mayor Bloomberg's recent signing of the Disabled Rent Increase Exemption, to improved ferry access, to the enactment of legislation that will increase the number of taxis in our City." New York City Sports Commissioner Kenneth J. Podziba announced the publication of the second edition of *Exercise Your Ability: The Ultimate Guide to Sports and Recreation for People with Disabilities*. This valuable resource for athletic and recreational opportunities provides an expansive list of adaptive sports for athletes with disabilities.

To receive a copy of *Exercise Your Ability*, call the New York City Sports Commission at 212-487-7120.

Able to Succeed: Fixing the Graduation Crisis in Special Education



By SENATOR LIZ
KRUEGER

Back in February, I wrote an editorial about the need to address the troubling achievement gap between African-American and Hispanic students and their white peers in New York City schools. However, there is another achievement gap that I want to discuss, one that receives less attention, but is nevertheless disturbing and in need of a solution; that is, the achievement gap between special education students and students taught in regular classrooms.

A report titled "Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students who Receive Special Education Services in New York City" (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first public report of its kind—which is in-and-of-itself troubling shows that the City's special education graduation rates trail markedly behind those of students in other parts of New York State and the country. One shocking statistic which highlights this shameful fact is that during the same school year, while 31 percent of special education students in the country and 26 percent of special education students in New York State earned regular high school diplomas, only 12.8 percent of these students received diplomas in New York City. Finally, one of the most unsettling statistics detailed in the report is that of the schoolchildren classified as having an "emotional

disturbance," 96 percent never earn a regular high school diploma.

I have just barely begun to outline a major breakdown in our educational system. The idea that students are dropping out at these rates is inexcusable. To knowingly watch them leave without trying to rectify this crisis is even more unforgivable. The term "special needs student" is not synonymous with the label "unable to succeed," which is essentially what we are equating it with when we let children drop out. Every student should be expected to succeed whether they are receiving special education services or are taught in a regular classroom. That said, there are different roads to success in school. Particularly for students with special needs, these roads might be longer, with more bumps along the way. But achievement is possible.

So what can be done? First, the Department of Education needs to make it a priority to identify where in the system this failure is occurring. Although special education curriculums vary widely, it is clear with the release of AFC's study that these programs are in need of greater accountability standards despite their individualized nature. In several states, intervention tactics such as summer school programs have proven effective for students who have not reached acceptable grade levels in math and reading. The AFC also offers several sound solutions, which include greater flexibility for schools to create smaller inclusion classes as necessary, and developing GED programs tailored to students with special needs. In 2004, less than 97 special education students who dropped out of school earned their GED. It is inconceivable that in a city where 20,000 students are in GED programs, no provi-

COLLEGES & GRAD SCHOOLS

Humorist Lewis Burke Frumkes Thinks Big: Marymount Writing Center Expands NYC's Literary Horizons

By EMILY SHERWOOD, Ph.D.

Lewis Burke Frumkes has never done anything half-way. Starting out as a struggling writer, he got his first big break when literary giant *Harper's* agreed to give him a big spread in its magazine, jump starting a career in humorous writing that has included articles in *The New York Times*, *Punch*, and *Reader's Digest* and seven books with such quirky titles as *How to Raise Your I.Q.*, *By Eating Gifted Children*, *The Logophile's Orgy*, and *Manhattan Cocktail and Other Irreverent Observations on Life, Taxes and Meter Maids*. Yet he didn't stop there: Tune in to WPAT AM radio on a Sunday night at 8 PM and you'll find him hosting in-depth interviews with Nobel Laureates and the crème de la crème of the literary world ("father of the hydrogen bomb" Edward Teller, heart transplant pioneer Christian Barnard and best-selling author John Grisham are just a few of his favorite interviews.) But if you want to know where Frumkes really spends his days, come to the third floor of Marymount Manhattan College where, since 1995, he has directed its highly acclaimed Writing Center.

Education Update tracked down Frumkes in an overstuffed office crammed floor to ceiling with hundreds of books ("they're to be read, have been read, or research for my radio show") and dozens of framed photos of Frumkes with world-renowned authors. His desk is dwarfed by a collection of hourglasses of all shapes and sizes: "They remind me that time is precious. It is fluid and moving. I'm a big believer in *carpe diem*," he explains.

Seizing the moment is what Frumkes does best. He came up with the idea for the Writing Center in 1994 and talked his way into receiving a \$225,000 grant from a Wall Street benefactor,



allowing him to realize a long awaited dream of developing a writing program for students of all ages that would help them hone their craft, learn from the best of the best, and "develop the creativity that is lying dormant within them." To wit, this fall, he'll be running four master

classes taught by writing talents Gay Talese, Christopher Lehmann-Haupt, Debbie Applegate, and *Education Update's* own Pola Rosen. "Kids can hear these people up close and personal," remarks Frumkes. There'll be an opera course, a mystery club, and a book club. The fall calendar looks like a who's who of literary greats: lectures by author Hilma Wolitzer, celebrated poet Edward Hirsch, National Book Award winner Julia Glass and Pulitzer Prize nominee Katherine Mosby will be open to the public and have traditionally been free of charge. A weekend workshop will bring in a panel of distinguished literary agents to help would-be authors secure literary representation. Culminating the breathtaking schedule of activities this year will be Frumkes' piece de resistance, an annual Writer's Conference that in June attracted over 60 distinguished authors, agents and publicists and included *Harper's* Editor-in-Chief Lewis Lapham and author Joyce Carol Oates as keynote speakers. "We don't have the budget of the 92nd Street Y or Columbia, but we do a lot with a little," sums up Frumkes in what may be the understatement of the year. "Now we're thought of as a conservatory even though we're a liberal arts college," he adds.

With a schedule that keeps him on his toes 24/7, we ask Frumkes how he envisions his future. Ever the humorist, his answer is not surprising: "I'd make the earth into a funnier planet," he answers with a completely serious face. #

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."

sions are made for students with disabilities. In addition to improving GED programs, vocational education opportunities for people with disabilities need to be strengthened in New York City, as few exist now. States such as California have been experimenting with programs that link vocational training and special education

programs to offer students greater flexibility and choice in their education.

Children with special needs have been labeled all of their lives. Let's help give them a label they actually want—"able to succeed." #

Liz Krueger is the State Senator from New York.

FINALLY! TRUSTED, QUALITY TUTORING DELIVERED TO YOUR DOOR!

New York City is known for its convenience. Virtually everything you could ask for can be delivered straight to your door. Hungry? Search the thousands of restaurant that have free delivery. No time to run errands? Order flowers, groceries, or even laundry at the click of a button. Isn't it about time education came so easily?

Convenient education is finally here! Students, parents and teachers of New York's school district now have a new option when seeking quality tutoring. Club Z! In-Home Tutoring Services, the nation's fastest growing in-home tutoring program, has opened a branch in New York City, offering services to all private, public and home schooled students on the Upper East Side.

Club Z!'s educational strategy is unique among tutoring programs. It offers one on one tutoring by highly qualified teachers at affordable prices right in the student's home.

A variety of academic experts have researched and concluded that students excel when they receive individualized instruction on a one on one basis with the instructor—the Club Z! model of tutoring. Kris Caulfield, Area Director of the Club Z!'s Upper East Side location, explains, "The added component of in-home tutoring affords students as comfortable and non-competitive of a setting as possible in which to learn. This

eliminates the pressure and embarrassment of the classroom setting." Kris adds, "In-home tutoring allows the student and tutor to focus on the lesson at hand, giving the student the individual attention he or she needs, and enabling Club Z! tutors to reach children more quickly and effectively."

Nationally known assessment tests used to monitor the effectiveness of the Club Z! tutoring program show marked improvement in students' grades and comprehension after only two months of individualized instruction.

Club Z! tutors are locally recruited. The vast majority of tutors hold state teaching certificates and currently teach or have taught in public or private schools. All tutors are qualified college graduates. Many have specialized skills including expertise in teaching students with learning disabilities. Club Z! tutors instruct using the student's classroom curriculum and do not introduce new subject matter that will further overwhelm students. Students are encouraged to work at their own pace.

Club Z! offers tutoring in all core subjects – reading, math, science, language arts and much more. Club Z! also provides tutoring in study skills, RCT, SAT, ACT, and other assessment tests preparation, as well as specialized services for children with learning disabilities or needing speech therapy.

Educators, parents or students can find out more information by calling (646) 290-8139, emailing kcaulfield@clubztutoring.com or by visiting the Club Z! web site at: www.clubztutoring.com.



FROM THE SUPERINTENDENT'S SEAT

Make High School Years Count in More Ways than One

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



In our last column we spoke about how competition affects our children and how we can help them handle the situations they face in school. Here, we'd like to address you on having realistic goals and expectations that may better put the issue of competition in perspective.

From their first smile, first roll over in the crib, and then the first words and sentences our children utter, we are absolutely certain that there has never been a smarter, more talented child on earth. Our children have the world at their fingertips and nothing can ever get in the way of their success. Surely they will rise to the top.

But not everyone can make it to the top. Very often there are more determining factors involved than sheer intelligence and talent. For every student who is accepted at Harvard, there are easily ten who are rejected who are just as deserving, capable, and qualified. There are also thousands of students who don't need to aspire to Harvard to feel successful. They have parents who have not gotten caught up in the race for the top.

A new school year has just begun, and for many high school freshmen, the pressure from their parents has been turned up. From here on in "it counts." You've heard it said, and you've said it yourself. Up until now it was all practice. The

high school transcript starts now and every grade below an A is, well, a grade below A.

You've got to decide now if you're going to allow your child and yourselves to enjoy these next four years or if you believe it is more important to keep the pressure high in order to motivate your child to do all he or she can do to make it to the very top.

We are in no way suggesting that high school is the time to lessen your academic standards. Not at all. Your high school freshman will undoubtedly have many new opportunities to be involved in worthwhile and enriching activities outside the classroom, and you will have to be prepared to help your child find a balance that enables them to keep up their grades and to strive to reach their highest level of academic achievement. However, you must also be prepared to accept that the work will be more difficult in high school and even if your child has always been a straight-A student, things may change. If your child is entering an academically-top rated high school, it will be all the more competitive.

Keep in mind, though, that these may be the last years that your child is living at home full-time. Remember to use the next four years not just to build your child's resume, but to build your family's foundation by experiencing life together, accepting disappointments along with successes, and strengthening the bonds that will hold you together throughout your lives.#

DR. TOY

Dr. Toy's Pointers on Play for Children with Special Needs

By **STEVANNE AUERBACH, Ph.D./**
DR. TOY

Children with special needs may run the gamut from a severely disabled youngster to a child who is intellectually gifted. Properly selected playthings allow learning with less pressure to achieve and without generating a fear of failure. Because some play tasks are more challenging for a disabled child, he may not be motivated to play alone with the toy or game. Some handicapped children lack sufficient attention span to focus for more than a few minutes. Play with the child on his level. Don't impose rigid rules, or the child may quickly become frustrated. Observing and following the child's cues are basic to discovering what is appropriate to give him.

For example, one parent lamented: "I don't enjoy reading to my child. He doesn't like it either. He keeps stopping me to tell what he sees in the pictures. He wants to tell the story himself." But as I told the parent, this is wonderful! His child is demonstrating two things: a marvelous creativity and a short attention span. The latter is unimportant. Let it improve at the child's own pace. Focus on creativity and encourage it. It helps exercise his mental muscles. Building on the child's strengths supports healthy development.

Depending on the type and degree of the child's handicap, toys for a child's chronological age may or may not be suitable. The reaction of a young disabled child to a new toy could be upbeat and rewarding or negative and discouraging. Gear your selections accordingly.

A challenged child will typically react with overt responsiveness to a toy he likes, but will be silent about a toy not meaningful to him. This youngster should have a good variety of safe toys, including some which offer a moderate degree of challenge.

Seek guidance as needed from a pediatrician, social worker, therapist, or contact The National Lekotek Center (www.lekotek.org) and other organizations focused on special needs as resources for specific help. Look at the resources section in my book, *Smart Play/ Smart Toys* and on my site www.drtoy.com for more organizations that can be of assistance.

Questions to ponder when selecting toys for the disabled are the same as those for any other child, but keep in mind her specific skills, needs, abilities, and readiness. Consider these elements:

Physical strength, coordination, and physical readiness. Observe child moving, reaching, crawling, and pulling. Which needs more help? What can you provide to strengthen his muscles? Can you attract the child's attention? Can he see details on the toy? Can he follow objects like your moving finger? Does she respond to sounds? To action? To touch? Where is the child's focus?

How can you assist in helping her with: reaching out and holding on to an object, letting it go, fitting things together, stringing beads? Can you show her how to snap and unsnap, turn over, pull things apart, fit pieces together, fit shapes into forms, dump out and put back, compare big and little? Is he able to handle cutting, drawing a picture, writing, throwing, catching, or climbing? Have you tried helping him work with clay, finger paint, and dressing himself?

Mental ability and emotional developmental levels. How can you assist a child to notice differences? See similarities? Does he notice letters? Words? Feel good about himself? Will he look at the mirror? Pat parts of body and identify eyes, nose, mouth, ears? Does she gain self-control? Understand directions? Read letters? Understand important street signs?

Attention span and concentration skills. How can you assist her in: holding the rattle, putting rings on a stack, taking something apart and putting it together? How can you help him see where something has been hidden, find something, fit pieces of a puzzle together? When can you expect him to respond to a story; tell what came first; see what is big and little, tall and short, red and blue?

Ability to play with the toys alone or with others. How can you assist a child to feel good about what he accomplishes, feel pride in small tasks? Must you actually teach her how to play alone, get along with another child for a period of time, or share things?

Potential enjoyment of the toy. Can you assist a child to enjoy a variety of toys? With your help, can she explore new things and learn from them? Make discoveries and be proud of them?

Development. Children with special needs should be treated no differently than other developing children and with loving consideration of their disabilities. If you are a teacher, be aware that parents' attitudes sometimes can get in the way of their child's progress towards growth and independence. Be as sensitive as you can to parents' and child's feelings. Point out to parents that their emotions are influential. Help them to identify feelings. Especially if the parents have difficulty accepting any of the child's problems, suggest they seek family counseling with a reputable therapist. Being positive helps everyone make the most of the strengths of the child. #

Stevanne Auerbach, PhD, known as Dr. Toy™, speaker, author and consultant, is a former teacher who has written 15 books, among them Dr. Toy's Smart Play/Smart Toys: How to Raise a Child with a High PQ (Play Quotient), (Educational Insights). Her web site, "Dr. Toy's Guide" www.drtoy.com, the first web site on the Internet on toys, provides information on over 3000 toys, games, and many other resources.

LETTERS TO THE EDITOR

RE: Dr. Pola Rosen's Remarks

To the Editor:

I loved the feature on you ("Working Late") in *Hadassah Magazine*, Sept 06. A well-deserved honor.

Dr. Susan Erber

*Retired Superintendent, District 75
New York*

RE: Teaching American Sign Language To Hearing Children

To the Editor:

I'm interested in teaching sign language to children. I am hearing impaired and I want to make a difference in a child's life when I get older.

Sam Burns

Belton, MO

RE: Gallaudet University: Dr. Jane Fernandes

To the Editor:

Dr. Jane Fernandes will be a wonderful president of Gallaudet University and has what it takes to find tools to benefit the deaf and hard of hearing community. She was my ASL/Interpreter teacher in Hawaii and without her I wouldn't be a freelance interpreter today.

Linda G. Miller

Tennessee

RE: Profiles in Education: An Interview with Ramon Cortines: (Part II)

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I came across your article while searching about his appointment today in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez

San Francisco, CA

by Mayor Villaraigosa to serve as deputy of his education staff.

His experience and expertise are invaluable. I'd like to know what insight he has to offer regarding the persistently high drop out rates in our schools. I hope that through collaboration with the mayors of the 26 other cities within the Los Angeles Unified School District that he can make a difference in the schools within the independent cities. I currently serve as Mayor Pro Tem for the independent City of San Fernando. I'm also a college professor of child development at Los Angeles Mission College.

I'm looking forward to being involved in the new collaborations and partnerships that are being recommended in various reform plans. I'm looking forward to hearing more of Ramon Cortines' insights, ideas and recommendations.

Julie A Ruelas, San Fernando, CA

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I came across your article while searching about his appointment in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez, San Francisco, CA

To the Editor:

I was fortunate to have Mr. Ray Cortines as both my 7th-grade teacher and ASB coordinator in high school. He consistently taught us how to make good decisions and the importance of achieving goals. These are skills that I have used in all areas of my life including career, marriage and raising my children.

Phyllis (Heffner) Landon

Santa Ana, CA

RE: Majory Wentworth, Poet Laureate, South Carolina

To the Editor:

Marjory Wentworth's poetry captured my soul. Thanks for your wonderful article.

Sue Crooks

Lincoln, NE,

Eric's Jewelry

WATCH REPAIR ✂ JEWELRY REPAIR ✂ WE DO ENGRAVING

BEST PRICES ON THE UPPER EAST SIDE

30% OFF WITH THIS COUPON

BEST QUALITY, HUGE SELECTION

ALL KINDS OF REPAIRS ON JEWELRY & WATCHES

Mon - Fri 7:30 am - 7 pm
Sat. - 8 am - 6 pm
(212) 369-7211

1364 Lexington Ave.
(Cor. of 90th St.)
New York, NY 10128

To the Editor:

I truly enjoyed reading Ramon Cortines' responses. I felt as if I was actually there, sitting in on the interview. I wanted to know more about his background, since he was recently hired



Massey Brothers Make Taxis Bloom in Major Public Art Project

By SYBIL MAIMIN

Taxis in bloom are coming! New York City will be treated to an extraordinary moving garden for 16 weeks from September 1 to December 31, 2007 as most of the City's 12,760 yellow cabs travel about with bold, colorful, weatherproof flower decals completely covering their hoods, roofs, and trunks. A privately funded major public art project that will involve thousands of children from the five boroughs as well as adult volunteers, "Garden in Transit" is the brainchild of Ed and Bernie Massey and their non-profit organization, Portraits of Hope. Founded in 1955 as a public art, creative therapy, and educational program for physically disabled and hospitalized children, Portraits has broadened its reach to include a wide spectrum of children and adults using art and teamwork to reach goals that address social issues and beautify the environment. The New York project will help celebrate the centennial of the City's metered cabs, "TAXI 07," and has been enthusiastically endorsed by Mayor Michael Bloomberg and the Taxi and Limousine Commission. Said Bloomberg in announcing the project, "Our yellow cabs are an essential part of the New York experience and our daily life, and now our City's children will have the opportunity to use them as their canvas... This is one of the biggest public art projects our city has ever seen." Children with medical, physical, emotional, and socioeconomic challenges will be the main participants.

The taxi concept, the Massey brothers explain, was inspired by the "vertical nature of New York City." Visionaries, they imagine being able to "look down and see a moving canvas, a garden in transit," that will "transform the way the city looks." Painting the decals will take about a year and occur in schools, pediatric care units, after-school programs, and public venues. The decals will be applied by professionals aided by volun-



Ed & Bernie Massey

teers during a three-week period. Participation by taxi owners is voluntary, but is expected to be enthusiastic.

Describing their purpose and methodology, Bernie Massey emphasizes, "The kids are often from challenging backgrounds, and it is essential they see they are important." He tells them, "You guys are transforming something; you are part of an historic effort." Generally, work is done in groups of about twenty children for multiple 40 minute sessions. At first, they are each given a small model of the larger item to decorate as they choose. Because they are contributing to only part of a project, the children are shown videos and pictures to get an idea of scale and importance of the whole. Teamwork and decision-making skills are developed, and the children are encouraged to discuss social issues and the relevance of their project to the community.

Ed and Bernie Massey have produced massive ("the larger the canvas, the better it is") unique art projects across the United States and the world.

At 165 feet tall, the spectacular Tower of Hope (2000) in Los Angeles is 14 feet taller than the Statue of Liberty and involved the work of over 3,000 seriously ill children. Applying the principle of "healing arts in action," they brought painting materials to the children who each completed a small section of the tower wall using, when necessary, specially designed tools such as shoe paint brushes for those without arms and telescopic brushes to be manipulated from wheelchairs. To mark the centennial (2003) of the Wright brothers flight at Kitty Hawk, they engaged sick children across the United States in painting designs that were applied to a 1937 DC-3 that made several gorgeous flybys in the commemorative ceremonies. The Ameriquest (a frequent partner) Soaring Dreams Airship (2005), an exuberantly decorated

whimsy produced by thousands of children in after-school programs and hospitals is the largest and most recognizable passenger blimp in the country. Through the end of September, 2006, the Massey vision can be seen at Chelsea Piers in New York City where hundreds of children from local public schools, hospitals, shelters, and after-school programs produced vibrant artwork that covers 25,000 square feet of walls and floors. Also decorated with boldly colored, joyous designs is a 105 foot working historic tugboat that will ply the Hudson River for several years. Now scrambling to prepare the Garden in Transit project, Ed Massey exclaims, "We are thrilled to bring a project of this scale to New York City. It will symbolize the power of kids, community, art, and teamwork."#

The Center for Arts Education

PARENTS AS ARTS PARTNERS GRANT APPLICATION PROCESS BEGINS

On Tuesday, September 5, the Parents As Arts Partners (PAAP) application for 2006-2007 grants will be made available on the CAE website, www.cae-nyc.org, for the first time in a "write-able" MS Word format. These grants support innovative arts programs in New York City public schools that allow parents and families to experience the arts and the creative process, as well as take advantage of the City's museums, theaters and other cultural resources. Using a peer-panel review system, CAE will award Parents As Arts Partners grants up to \$3,000 to as many as 150 NYC public schools to be used during the Spring 2007 semester, between January and June 2007. The postmark deadline for submitting applications is Wednesday, November 1. Throughout the month of October, CAE pre-application seminars will take place to guide applicants through the process.

All New York City public schools are eligible to apply for a Parents As Arts Partners grant. Last year, the grant program attracted over 250 applicants. 150 awarded schools from all five boroughs partnered with arts organizations such as the Museum of Modern Art, Roundabout Theatre Company, and Symphony Space to fulfill the grants. Parents and students in grades 9-12 at the Lower Manhattan Arts Academy, for example, worked with Henry Street Settlement to create a cookbook, prepare an exhibit of artwork, and conduct visits to Lower East Side art galleries. A "publishing party" for the cookbook featured dishes prepared from the cookbook and an exhibit of parent and student artwork. #

Since its founding in 1996, *The Center for Arts Education (CAE)*, led by Chairperson Laurie M. Tisch, has provided more than \$40 million in private and public funding to support arts education partnerships and programs.



MASCHIL ENTERTAINMENT, INC. presents

The Movement Concert

(Music with a Conscious Message)

featuring

J-Harris
aka Joseph H. Fleming

Hosted by World Famous
Doug E. Fresh
& **Dr. Ben Chavis,**
President of the
Hip-Hop Summit Action Network

Saturday, October 7, 2006, 7:30 p.m.

Endorsed & Supported by
the Hip-Hop Summit Action Network

AARON DAVIS HALL / HARLEM STAGE  AARON DAVIS HALL

West 135th Street & Convent Avenue @ The City College of New York, New York, NY 10031
Phone: 212.650.6900 • Fax: 212.862.4600 • www.aarondavishall.org

Tickets on sale now at Aaron Davis Hall & Ticketmaster

\$20 (Balcony), \$30 (Mezzanine), \$40 (Orchestra)

Aaron Davis Hall Box Office: 212.650.7100

Ticketmaster Sales: 212.307.7171

Group Discounts (Orchestra Seats) sold only thru Aaron Davis Box Office

Students: 1/2 price (with valid Student ID)

Special \$5.00 Discount on Tickets (only at ADH Box Office) thru Sept. 17th

Be A Part of The MOVEMENT
...Be Conscious of What You Put Out There...

myspace.com/jharrismcm



ROCKET SCIENCE

By SCOTT NOPPE
BRANDON

I must have heard this comment a thousand times: "Why can't they give the kids a decent education?"

After all, it's not rocket science."

I don't know what the rocket scientists think of this, not having spoken to them on the matter, but I've heard lawyers, electricians, cab drivers, and the members of practically every other profession say it, usually with an exasperated shrug of the shoulders: "It ain't rocket science."

And I say: Right, it ain't. Now consider the following:

Take a child; nurture his or her mind for some thirteen or eighteen years; teach the child not only to read, write, and add numbers, but to want to learn, to be curious about life and all that it contains and to face it with courage, to empathize with others, to imagine a better tomorrow, to be creative, to express thoughts freely and intelligently. Never mind rocket science: we're raising human beings.

We share this enormous responsibility with parents, and I dare you to say to any parent that parenting "isn't rocket science." Careful, you may wind up on the moon.

It riles me that somehow, this extraordinary and complex premise that is education has become easy in the minds of so many—and this at a time when the dismal state of education in the U.S. has become almost daily fodder for the media. We hear about low graduation rates, low attendance rates, low comprehension, low critical thinking capacities, low self-esteem and low knowledge acquisition. We read about the high degree of teacher burn-out, low job satisfaction rate, high attrition rates, low degree of content knowledge, not to mention the wide range of abuses and misuses of authority taken by teachers throughout the

land. These are the facts. Yet, in spite of the evidence, there is a feeling that education should be a simple task. "Do it the old way," they say, "the time tested way. Keep it local, make it federal. It will work!" The conversation has the quality of listening to someone recite their favorite food recipe, most often one handed down through the generations.

But, of course, it's only frustration talking. No one really wants us to take education to what it was a hundred years ago, because the world isn't going backward, it's going forward, and our children must be prepared for it. Rocket science has replaced the steam locomotive, and it befalls the teacher to produce a rocket scientist. I think the logic of this sequence of events is obvious: modern education is difficult and it is costly, but it is also immeasurably valuable to society. It is the most complicated, most important, most central aspect of our everyday world, more so than all the more glamorous professions.

In your hearts, you who mutter that it ought to be easy, know it cannot be. Because very few of us have been a part of a rocket launch to Pluto, but almost all of us have at one time or another, in some fashion, been a part of a child's life. Not only parents, but uncles and aunts, and friends of the family. All our contacts with children become a part of their development, every kind word or a laugh boosts their growth and every phrase out of turn or a violent gesture impedes it. This is the reality every teacher lives with and is held responsible for every day. The number of hours spent educating and raising a human being is much greater than the number of hours spent on any scientific project. How, then, could such an effort be easy?

No, it isn't rocket science. It's much harder. #
Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute in NYC and a regular contributor to Education Update.

The Dean's Column

continued from page 23

overall increase rather than the discount as found in the above problem.

This algorithm not only streamlines a typically cumbersome situation, but also provides some insight into the overall picture. For example, the question "Is it advantageous to the buyer in the above problem to receive a 20% discount and then a 10% discount, or the reverse, 10% discount and then a 20% discount?" The answer to this question is not immediately intuitively obvi-

ous. Yet, since the procedure just presented shows that the calculation is merely multiplication, a commutative operation, we find immediately that there is no difference between the two.

So here you have a delightful algorithm for combining successive discounts or increases or combinations of these. Not only is it useful, but it will enchant your students (and probably your colleagues as well). Now try to see what will happen with our opening problem of increasing and decreasing the price of an item by 10%. You will be surprised with the result!#

1*. It is provided without justification of its

MOZART ON DVD

Important additions to any DVD library

By IRVING SPITZ

The music loving public is being given a hefty dose, or possibly even an over-dose of live Mozart performances, in this, the 250 anniversary of his birth. The recording industry, in contrast, is keeping a far lower profile than it did in 1991, the 200 anniversary of his death. Nevertheless there have been some noteworthy DVD releases which are a must for any serious collector.

Arthaus Musik recently released the Glyndebourne Opera productions of the six best-known Mozart operas, *Così fan tutte* (Such do all women), *Don Giovanni*, *The Abduction from the Seraglio*, *Idomeneo*, *Marriage of Figaro* and *The Magic Flute*. These operas were recorded in the 1970's and had been issued previously singly; now they are available as a boxed set. In the US, the set of 6 discs sells for the price of 3, a real bargain.

The Glyndebourne Opera Festival was founded by the industrialist, John Christie. He was prudent enough to engage as musical director, the German conductor Fritz Busch, who had left Nazi Germany. From the outset, Mozart was a major emphasis at Glyndebourne and the *Marriage of Figaro* and *Così fan tutte* featured in the debut season in 1934. A recording from this *Così* is still available. One can safely say that the international revival of *Così*, began in Glyndebourne. Following Mozart's death, this ephemeral masterpiece fell into oblivion. The subject of wife swapping, the central theme of *Così*, was deemed too outlandish for prudish nineteenth century audiences. In this Arthaus Musik DVD set, *Così fan tutte* is given a very respectable performance with a cast of mostly young unknown but enthusiastic singers. It does feature British baritone Thomas Allen as the ardent lover Guglielmo. More recently Allen has taken the role of the cynical Don Alfonso who initiated the wager, challenging the young men about the fidelity of their fiancées.

Top marks of this remarkable Arthaus Musik DVD set goes without question to the *Marriage*

validity so as not to detract from the solution of the problem. However, for further discussion of this procedure, the reader is referred to A. S. Posamentier, B. S. Smith and J. Stepelman, *Teaching Secondary School Mathematics: Techniques and Enrichment Units* (Columbus, Ohio: Merrill/Prentice Hall, 7th ed. 2006) pp. 271-273.

of Figaro with a truly dream cast comprising the young radiant Kiri te Kanawa as the Countess, Ileana Cotrubas as Susanna and Frederica von Stade in her signature trouser role of Cherubino. The men also hold their own, with Benjamin Luxon as the Count and Knut Skram as Figaro. The delightful production is by Peter Hall.

Another very accomplished performance was the *Magic Flute* featuring Felicity Lott as Pamina and Benjamin Luxon as Papageno in an enchanting production by the artist, David Hockney. The star of the *Abduction* was the Jamaican bass Willard White as Osmin. His charismatic singing and acting are striking. However the rest of the enthusiastic cast also gets full marks.

Don Giovanni was not as exciting as the above four operas although Benjamin Luxon in the title role was most effective as was his servant Leporello sung by Stafford Dean. The only performance which was somewhat disappointing was Mozart's early opera *Idomeneo*. It is given in an abridged version and the most satisfying performance came from Josephine Barstow as Electra.

The London Philharmonic Orchestra with the Glyndebourne chorus features in all six operas. In three it was conducted by the elegant Mozartian, John Pritchard. A young Bernard Haitink wields the baton in the *Magic Flute* and *Don Giovanni* and Gustav Kuhn conducts the *Abduction*. One of the traditions of Glyndebourne is adequate rehearsal time and this shows though in the orchestral accompaniment in all these recordings.

Another superb *Magic Flute* has been released on the TDK DVD label and also distributed by Naxos (Cat. No: DVWW-CLOPMF). This is from the legendary Ponnelle production recorded from the 1982 Salzburg Festival featuring James Levine conducting the Vienna Philharmonic Orchestra. The stellar cast includes Ileana Cotrubas as Pamina, the dazzling soprano Edita Gruberova as Queen of the nights, Martti Talvela as Sarastro, Peter Schreier as Tamino and Christian Boesch as Papageno. This is another worthy DVD for any serious music lover. The production is simple but realistic and the emphasis is on the singing and what singing!#

Irving Spitz commutes between New York and Jerusalem and is a regular contributor to Education Update. He covers concerts for Education Update from Salzburg to London, from Santa Fe to Wolf Trap.

SUNDAYS AT JASA

Continuing Education for Adults 55 and Over

FALL SEMESTER

September 17 — December 17, 2006

Council Senior Center, 241 W. 72 Street, NYC

Comedy-Computers-Current Events-Acting-Chorus
Exercise-Art-Classic Movies -Shakespeare-Opera
Acting-Lectures & more!

OPEN HOUSE & REGISTRATION

Sept. 10, 10:30-1:30 – Meet the Faculty

Phone 212/273-5304 for information and catalog

German for Children

AFTER SCHOOL PROGRAM • LOW TUITION



N.Y. STATE REGENTS ACCREDITED AFTER SCHOOL PROGRAM

Low Tuition

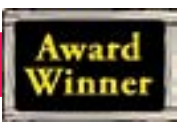
Minimum age: four years
Children's class meets
once a week from 4:30-6:15

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



LANDMARK CHANGES LIVES.

“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

LEARNING HOW TO LEARN

For more than 20 years, Landmark College in Putney, VT has been the leader in the creation of 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 take 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 on developing effective learning strategies that work for them 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.



SERVING STUDENTS WITH LEARNING DISABILITIES & 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, October 21, 2006
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**

