

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

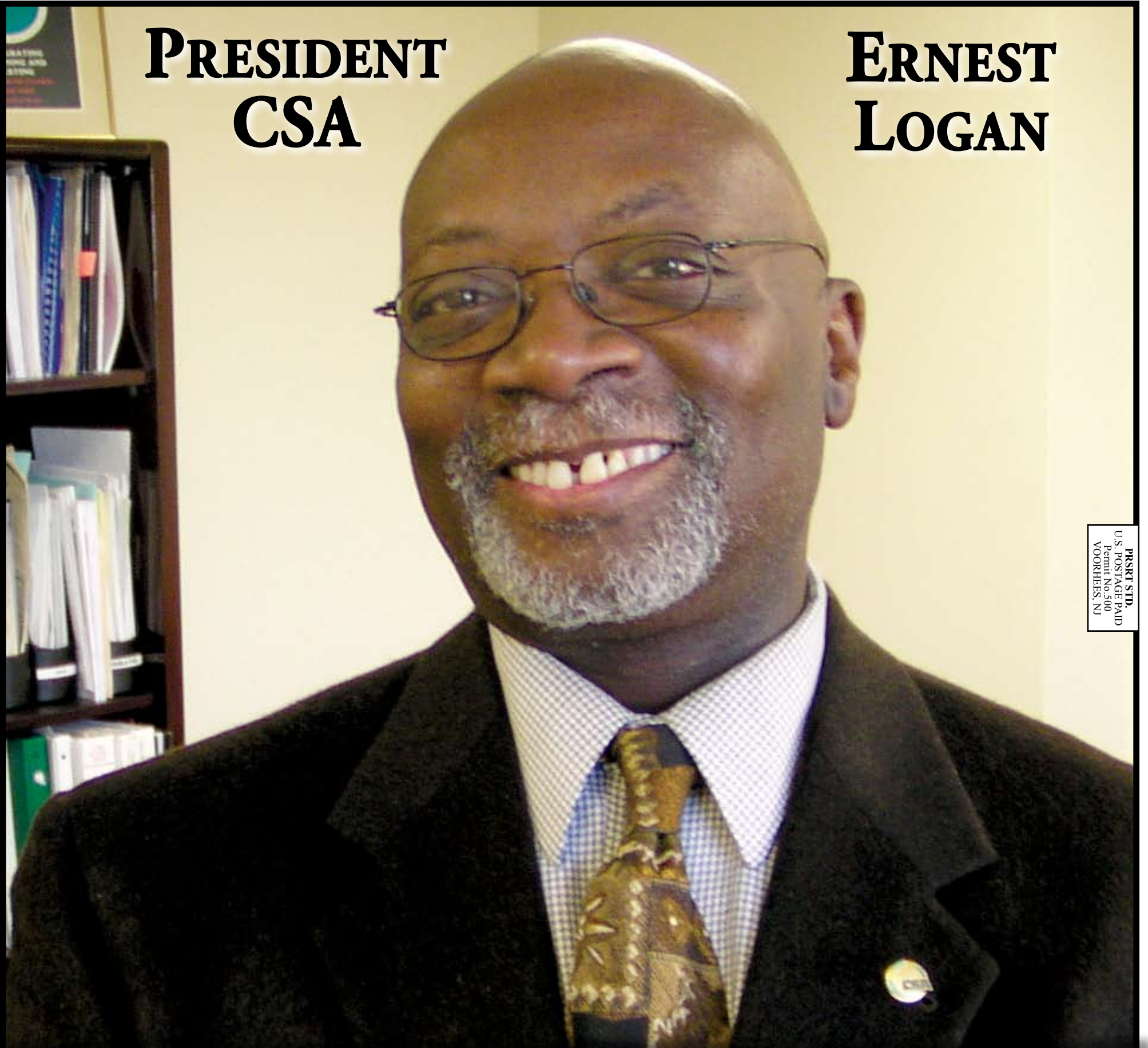


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FOR PARENTS, EDUCATORS & STUDENTS

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**NEW PRESIDENT  
COUNCIL OF SCHOOL  
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## HS Students Create Winning Businesses at Virtual Enterprises



(L-R) Joseph Delaney & Iris Blanc

By HEATHER MAHER & JUSTINE RIVERA

Ten years ago, the superintendents of several New York City high schools teamed together to develop a practice system in which their students could develop business skills and get hands-on experience in a simulated business world that is



completely student run with the guidance of a teacher and a business partner. Now this idea has become Virtual Enterprises, International with a competition every year for the most well prepared high school groups to present their firm and

business plans to a panel of judges in hopes of winning a place in the national competition so they can have the opportunity to win \$25,000 as the final prize. Students develop their business plans and are responsible for every aspect of its success including the funding, problem solving and international trading for their businesses.

The final round of the Business Plan Competition took place at sponsor Deloitte & Touche's corporate offices at 2 World Financial Center with 14 teams and 6 finalists from various high schools from around the city. Well-articulated students presented their plans with the aid of a power point presentation and were then questioned by the panel of judges, which included Martha Stark, Director of NYC Department of Finance. Some of the questions judges asked included: "What are your firms' greatest financial challenges, and what will you do to overcome it?" And, "If you were given a large amount of money, how would you spend it to best prepare against competitors?" Teams were well prepared and gave effective responses as to how their firm would deal with the situation at hand.

Once all presentations were given, judges began the tabulating. Before the winners were announced, Director Iris Blanc and Director of tri-state relations for Deloitte & Touche, Joseph Delaney, gave rousing compliments to the teams. Although all the students

were winners in the eyes of Virtual Enterprises, the group that came in third place was VE Law from New Dorp HS, second place The Printing Depot from Fort Hamilton HS, and first place, Universal Promotions from Edward R. Murrow HS. Cheers resounded throughout the room, as winners were announced.

Many of the competitors will be given internships with Deloitte & Touche as well as many

other business firms. This experience has been very motivational for all students and an opportunity for them to network with the right kinds of people and gain all sorts of skills. From building a business from the ground up to being able to stand in front of judges and make a presentation, all Virtual Enterprises students have benefited from this highly educational competition and are all champions.#

## A "LIVING FOSSIL" TREE GROWS IN BROOKLYN

By JOAN FREILICH, Ph.D.

For the past 96 years, the Brooklyn Botanic Garden has provided New Yorkers and visitors with not only a beautiful and restful green haven from the bustle of city life that surrounds it, but also with specialized horticultural experiences that were the first of their kind—the Japanese garden, the fragrance garden, the children's garden and a garden designed for the visually impaired. This winter a new Botanic Garden "first" reaches back to the days when dinosaurs roamed the earth. President Scott Medbury proudly shares with guests a record number of visits with plans for a new interactive sign program, new visitor center, and models for a green institution.

The Garden has added to its public display a newly acquired Wollemi pine tree, a plant that was believed to be extinct for two million years. In 1994 a small grove of Wollemi pines was discovered in Australia's Blue Mountains, near Sydney. Since making this find, scientists and horticulturalists have been studying the Wollemi pine to learn how this ancient species was able to survive through 17 ice ages.

The Botanic Garden's Wollemi pine is now displayed in the Steinhart Conservatory's Trail of Evolution, which traces the development of plant life from its origin four billion years ago to the present day. The Garden is offering fun, instructional activities for children and their families that will teach them about the Wollemi and the role of such ancient trees in the evolution of plant life.

Because fewer than 100 Wollemi pines exist in the wild, a plant-propagation and



President Scott Medbury & Fossil Tree

commercialization initiative has begun. Royalties from sales are dedicated to plant conservation efforts. The Garden is offering a small number of the cultivated trees for sale, so that visitors can become part of the living history of the Wollemi and other ancient endangered plants, while aiding conservation efforts.

The Brooklyn Botanic Garden, which occupies 52 acres in the heart of Brooklyn and is home to over 10,000 types of plants, offers numerous classes, programs and events for adults and children of all ages. Planning is underway now for the 100th anniversary of this historic, urban garden in 2010, with several replications planned in Washington DC as well as other parts of the country. The Garden is proud of being the only one that includes high school interns in its Garden Apprentice Program and gives students a participatory role in laboratory work. For more information, visit the Garden's website: [www.bbg.org](http://www.bbg.org).

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School Specialty Science



## Imagination in the Classroom

By SCOTT NOPPE-BRANDON

In 2006, Lincoln Center Institute created an Imagination Award. The award is to be distributed annually to a selected candidate among public schools that meet specific criteria designed to show that these schools value imagination as a tool that can be used in shaping young minds. Candidate schools must both teach with imagination and promote learning with imagination.

The idea of the Imagination Award has received wide support. We hope to extend the competition nationwide, but more than that, we hope that the idea of the imagination as central to education will have a life of its own: for instance, we're talking with Eric Liu, author of *Guiding Lights*, an inspirational volume on mentorship, about a possible book about the meaning and importance of the imagination. It's an important step for the Institute, an important step for the world of ideas.

In my discussions about imagination with friends and colleagues, I find that sooner or later we ask ourselves a basic question: What exactly is imagination? Or, what do we think it is?

I've been advocating its merits in education for years, and I've done my research. It turns out that imagination is different things to different people. Educator John Dewey said something lovely, which I can really identify with; he said: "there is always some measure of adventure in the meeting of mind and universe, and this adventure is, in its measure, imagination."

On Wall Street, imagination is the great new product, or the art of the deal: it's the sharp end of the competitive edge. To many scientists, as everything else we do, it is a result of a chemical reaction in the brain.

I am very fond of the notion of imagination

as empathy, defined in simple terms as the ability to put yourself into other people's shoes and feel what they feel. Our world has always been a place of turmoil as much as of joy, and without the nurturing of that ability, I shudder to think what sort of people we would have become. Would we care about Darfur, about the victims of hurricane Katrina, about anything outside of the narrow parameters of our lives?

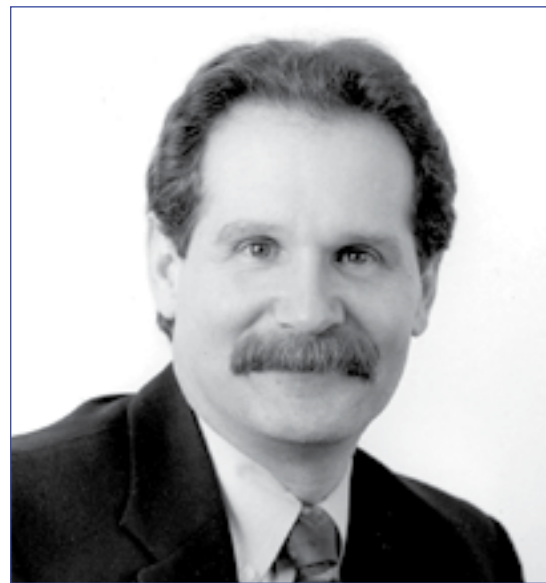
In his song *Imagine*, John Lennon asked all of us to imagine a different, better world, a world without war and fear.

To us at Lincoln Center Institute, imagination is all of those things: the special energy that goes into the creative process of artists, and certainly a way to create a better world. Both begin with imagination.

It is important to understand that the imagination is a skill that can be taught and applied. The world will not change if we merely imagine it changing—it is necessary to know how to translate our imagining into action.

That is the Institute's basic belief. When we launched the award, I spoke before an assembly that included students of the school in which the ceremony took place, and I knew that I had to convey that call to action as strongly as I could, because if I were fourteen, my first thought would be: an award for being able to imagine—you must be kidding me! I can imagine stuff all day... How about space aliens? How about playing air guitar?

No, I had to tell them. There is a difference between imagining something and stopping there and expressing it through a concrete form that others can witness. Playing air guitar doesn't mean you actually know how to play the guitar, and if you never make the effort of putting study



the imagination had in their lives and their work. Some of them were surprised to find that it had any place at all in their careers; a diplomat, for example, thought of himself as fact-driven public servant; "imagination" sounded frivolous in his mouth; yet he came out of the seminar having discovered that he often relied on his imagination for the most delicate decisions.

Imaginative problem-solving is hardly limited to the classroom. There is never a "grown-up time" when we don't need it: think about seeking employment; think about parenthood. Among the children who study in a Lincoln Center Institute environment, there are those who will apply imagination to the way they live their lives day after day. I believe that the Institute's approach to teaching and learning can help them do it productively. Some will become artists or businessmen and

businesswomen, others will dedicate their time to their families or the preservation of nature—all of them will carry in them the endless possibilities for which imaginative teaching will have prepared them.

Nothing could make me happier than to think that they will rely on imagination as they invent spacecraft or to be the best possible teachers or parents they can be. But I also hope that they will go beyond pragmatic uses of the imagination. That they will use it to ask themselves such questions as, who am I? What do I want to do in this world? That they will use it to interact with each other and with all the people of the earth with open arms. As John Lennon said, "You may say I'm a dreamer—but I'm not the only one."#

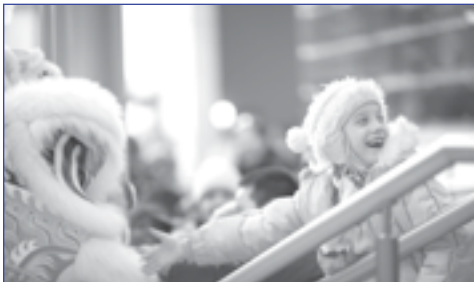
The idea of an imagination award really came out of a larger initiative at Lincoln Center Institute. Years ago, we started something called *The Imagination Conversation*, where we hosted seminars around the country and brought together people from completely different walks of life—artists, politicians, journalists, scientists, and poets. The discussion focused on the effect that

next to your imagination and you're still doing windmills through the air when you're forty, people will laugh at you.

Knowing how to shape imagination into a constructive, productive process, is a tremendous achievement: it is knowing how to harness energy and power. In academic terms, it is a rigorous task, a discipline. It requires teachers who can guide students while encouraging their imaginations, and it requires the will and the effort on the part of the student to make it work.

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## Ancient China Comes to the Classroom, NTDTV's Educational Outreach Program Teaches Kids About Traditional Chinese Culture



Henry Chan



By BEN YOUNGQUEST

With China more and more in the public eye these days, people are curious to learn about this rising giant. Who are the Chinese people? What are their traditions and beliefs? What are the challenges they are facing? What is their culture like? Their dance? Their music?

These are the kinds of questions that New Tang Dynasty Television's Educational Outreach program seeks to demystify for the tens of thousands of students in the New York metro area. With innovative lesson plans, language acquisition tools, and cultural performances, NTDTV's Educational Outreach team helps teachers introduce children to the true culture of China.

The Educational Outreach program is part of NTDTV's mission to foster a renaissance of traditional Chinese culture, and to bridge the culture gap between east and west. With this goal, for the last four years, NTDTV has put on a Chinese New Year Spectacular show that tours over 30 major cities around the globe, and for the recent two years the show played Radio City Music Hall for its New York performances. The Spectacular is a collection of large-scale dance, music, and song drawn from the deep well of China's ancient traditions and cultural past. Field trips to the

Spectacular have become an invaluable opportunity for students to experience the authentic, ancient culture of China in all of its festive grandeur. The Educational Outreach team works closely with teachers before hand, offering materials and lesson plans designed to familiarize students with China's cultural motifs. It also arranges to bring the performers to the kids, with in-school music and dance performances available.

The Spectacular stuns world audiences with its sheer beauty...and its sincerity. As a non-profit entity, and the only Chinese station beaming uncensored into China, NTDTV sees the Spectacular and the Educational Outreach Program as part of its mission to rectify the negative effects that Communism has had on Chinese society and its 5000 year-old cultural traditions, and to allow the world to get to know the true China.

To learn more about NTDTV's Educational Outreach Program and for more information about the Chinese New Year Spectacular, you can visit [education.ntdtv.com](http://education.ntdtv.com) or [chinesenewyearshow.com](http://chinesenewyearshow.com), or call us at 888-NTD4EDU (683-4338).

*Ben Youngquest is the Director of NTDTV Educational Outreach Program.*



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## AN INTERVIEW WITH ERNEST LOGAN, PRESIDENT, COUNCIL OF SCHOOL SUPERVISORS & ADMINISTRATORS

By DR. POLA ROSEN

**Education Update (EU): How did you choose your career?**

**Ernest Logan (EL):** I was encouraged by my fourth grade teacher, Rose Albert, a committed educator who helped nurture and guide me. I lost my father during the fourth grade, and Ms. Albert was warm, comforting and encouraging. She spoke with me about the value of teaching and that's when I began to realize that teaching was something I wanted to do. I became a teacher, then an administrator, assistant principal and finally principal.

**EU: What was a turning point in your life?**

**EL:** I was encouraged by educators and other leaders of my community, such as Reverend Milton Galamison, Pastor at Siloam Presbyterian Church. He told me to come back and do something to help the community, and that really set the foundation for me to become an educator.

Growing up in the projects of East New York, the most important lesson I learned was it's not where you're from but where you're going that matters.

**EU: What achievements are you proudest of?**

**EL:** I was the first of 13 children in my family to get a college degree. Although I was the 11th child, my siblings followed in my footsteps and received higher degrees as well. I stand today as the first African American President of the Council of School Supervisors and Administrators, committed to improving academic achievement and the overall confidence of children.

**EU: What were the challenges you faced and how did you overcome them?**

**EL:** I come from a huge family, and although we did not have lots of money, we had each other. It is because of my family and my mentors

that I have become the man I am today. I was guided by great leaders. Today school leaders are asked to be all things: psychologist, social worker, special education expert and parent. We are asked to climb even more rungs on the ladder of responsibility and accountability. As leaders, we welcome the challenges that lie ahead. The world of supervision has evolved and we must adapt to succeed.

**EU: As the new leader of CSA, what is your vision for the future?**

**EL:** First and foremost, I want to settle a new contract for my members. It has been 3 1/2 years and without a doubt; they need to be rewarded for their hard work and never-ending dedication to the children of this city.

Secondly, I would like to expand our Professional Development programs. It is imperative that school leaders receive high-quality professional development to help them keep up

with the changing dynamics of our school system. I would also like to spear-head membership involvement in political and legislative issues.

Working together, I truly believe we can improve academic achievement, as well as the overall learning experience and environment for our children. I long forward to serving the school leaders of New York City and the students and parents who rely on these leaders.

**EU: Who were your mentors?**

**EL:** I looked up to many great leaders and educators including Rose Albert (my 4th grade teacher); Milton Galamison, Pastor at Siloam Presbyterian Church; and Donald H. Smith, one of my Professors at Baruch College.

**EU: What is your advice to young people today?**

**EL:** "Life is not a dress rehearsal". Education is the key that unlocks every single door. Once you have it, no one can take it from you.#

## PRESIDENT EDISON O. JACKSON, MEDGAR EVERS COLLEGE

**Education Update (EU): How did you choose your current career?**

**Edison Jackson (EJ):** I have lived long enough to know that I did not choose my career; rather, it was my destiny, divine intervention.

**EU: What are some of the challenges you've faced and how have you resolved them?**

**EJ:** Over my forty plus years of experience in higher education administration, I have learned that successful leaders overcome adversity by following the Spirit. I have always practiced the notion that there are some things I can focus on; and, others that I need not deal with, because, I know that God will take care of them.

My job at Medgar Evers College, like all my previous positions, is not a traumatic experience. I do not worry about being able to carry out the role or about being secure in the position. Professionally, I believe in being prepared and in doing my part; the rest I leave in God's hands. As an educator, my spirituality is the context, the backdrop that serves as the canvas on to which all of my life's activities are painted. The portrait that comes forth, more often than not, is clear and in focus because of this context of spirituality.

**EU: What are some of the accomplishments you're proudest of?**

**EJ:** As a young man growing up in Virginia during segregation, the early years of my life were defined by my ability to navigate through the maze of racial discrimination. While receiving more formal academic training at Howard University in the 1960's I was constantly bombarded with the overt and not so overt institutional racism. During the 1980's, while serving in the capacity of Vice President in a higher educational institution, and pursuing my doctoral studies, institutional racism became more covert, subtle, and sophisticated in its application. Having experienced racism as a young southern African American male and student in the north, I have also seen the effects of racial discrimination in my professional life.

As a professional educator, I have been defined by my awareness of the history of race in this country. Particularly, in my role as president of Medgar Evers College, CUNY, an urban undergraduate institution, my life has been considered by students, faculty, community leaders, and even my professional colleagues, as an example of

success, due to my ability to disallow racism to deter me from my goal.

Though I take some pride in my perceived level of success, I understand, and fully agree that my greatest achievements are seen in three things: one, my family, two, the work I have been able to effectuate at Medgar Evers College, CUNY. In this, my presidency represents my commitment to be a leader in the contemporary civil rights movement, continuing to ensure that the underserved and underprivileged have an opportunity to live the American dream, and three, the students, those who persevere everyday, striving to continue in their relentless pursuit of educational excellence; and, those alumni who maintain their commitment to be change agents and leaders in their community.

**EU: What would you describe as a turning point in your life?**

**EJ:** My professional life has been full of blessings. However, the path that has led me to my present position was full of choices. Humorously, I live everyday reaffirming that I made the right choice; I often marvel at the events that led to my current presidency.

I became dean at a community college in New Jersey at the age of twenty-six, after being recommended for the position by my thesis advisor, who declined the offer. Although it was not my plan to go into administration, I thought nothing beats a failure but a try. With quality mentorship and hard work, doors opened for me. I went on to obtain a doctorate while working in New Jersey.

After a few years in New Jersey, I journeyed out to California, a place where I knew no one, to explore job possibilities. The venture turned into a great experience. I was soon selected as president of a college to which I had no intention of applying when I went to California. Furthermore, educational assessment had become a major issue in California at the time, and, to my credit, I had been significantly involved in educational assessment in New Jersey. With this background, I soon became an expert on the topic. In addition, based on my work with United Way of New Jersey, the California branch of United Way presented me with a service award that I had earned. This immediately provided me with a level of recognition and credibility.

Coming to New York was the last thing on

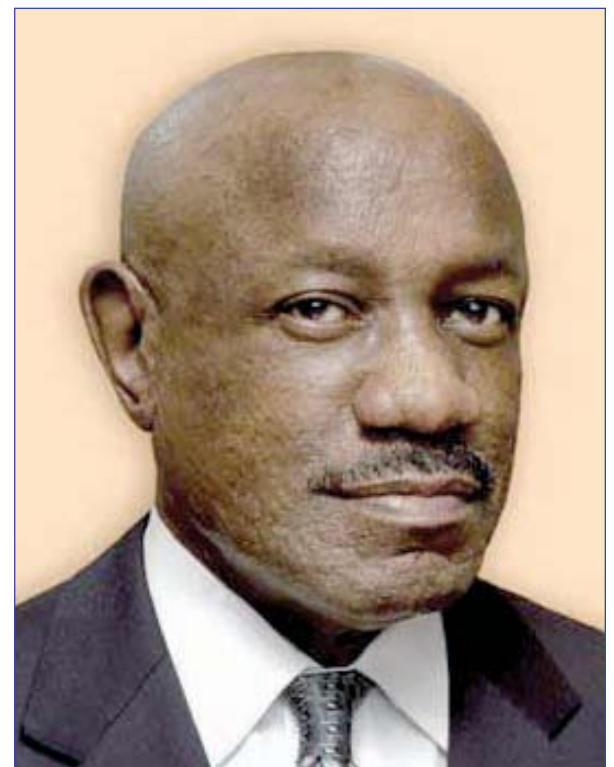
my mind. My children did not like California, and my aging parents, as well as other family members, were on the East Coast. My wife encouraged me to pursue the presidency of Medgar Evers College. My experience in California had made me a very attractive candidate, and within two months of my interview at the college, I was the new president. I returned to the East and was again close to family members. In a sense, I had come back home. This decision was the turning point in my career.

**EU: Who have been the most influential mentors in your life?**

**EJ:** Beginning my career in education at a very young age, numerous individuals have assisted me in pursuit of professional success. I like to refer to these individuals as enablers, persons who are in my life temporary to fulfill a purpose. Of these individuals, to this day I can still hear their voices at critical life junctures, speaking words of encourage, or caution. One of these mentors was the Rev. Dr. Samuel D. Proctor. Dr. Proctor was my dissertation advisor at Rutgers University, and without him, I would not have earned my degree. Enrolling with considerable professional experience, I encountered classmates and professors who were intimidated by my success, who also attempted to place roadblocks in my way. Fortunately, Dr. Proctor was there to protect my academic interests, and explain the difference between scholarship and schoolman-ship. Shepherding numerous individuals through the doctoral process, Dr. Proctor was more than a mentor, a spiritual advisor.

**EU: What advice would you give to young people today?**

**EJ:** As president of Medgar Evers College in Brooklyn, New York, it is a great honor to serve the people of the college community. The students are individuals who seek to improve their lives and the quality of life in their community through higher education. Leading a public urban institution through the challenges of today's society is a demanding task. Guiding the predominantly African-American, female, and young adult student body, of which many have



family and work responsibilities, calls for a level of sensitivity and responsiveness in leadership that acknowledges the special needs and aspirations of the population.

To be an effective leader in this environment I had to learn how to use my body, mind, and soul. My vision as a College President has always been an outgrowth of my commitment to excellence. I have learned to listen and incorporate the ideas of those around into the broader context of my vision, so that everyone is engaged in the leading of the institution. Any young man or woman who aspires to be a leader must first understand the necessity of humility as the foundation of learning. Second, young people must regain a commitment to civic engagement and community service. Leaders embody a charisma that exudes love, truth, and goodness for all. Finally, cornerstones of my success that I would recommend to all young leaders include: Learn how to encourage others; Warrant a sense of fair play, equality in all practices; Promote integrity; Affirm goodness in others; Grow in patience, and do not rush to judgment; Understand a greater and outside force is in operation within and on behalf of you and the institution you serve; Understand the correlation between timing and decision making; and, Develop wisdom to cooperate and network.#

# AN INTERVIEW WITH DR. KWANDO M. KINSHASA, JOHN JAY COLLEGE

**Education Update: How did you choose your career?**

**Dr. Kwando M. Kinshasa:** I am confident that my chosen career as an educator was heavily influenced since early childhood by daily dinner table discussions with my parents on an array of topics. Born and raised during World War Two, the radio and local newspapers became my window on an outside world that I felt was dangerous and exciting. These radio programs opened up an entire world that was at the time beyond my physical reach. For example, programs such as the Lux Mystery theatre, the Shadow, The Thin Man, Walter Winchell and Edward R. Murrow news reports, the Jack Benny Program and the Lone Ranger were more than simple entertainment. They provided a basis for dinnertime discussions on the merits of what ever was "on the air", i.e., the radio at that time. Our dinner hour was usually 6:30 in the evening and depending on the day of the week, specific programs would be on the air, and right on schedule my father would usually raise a series of controversial questions about the program that would set off a long discussion at the dinner table. More often than not, the debate centered on topics such as whether the Lone Ranger and his "faithful companion Tonto" were making the right decisions in their never-ending fight against the "Dalton Gang", or some other group of bad guys.

However, since these events occurred during World War Two, very often my parents or visiting relatives discussed more serious issues pertaining to the on going war. A war that was made real by nightly "blackouts" where we had to make sure that our window shades were down thereby hiding the apartment lights while massive searchlights two blocks from where we lived search the sky for enemy planes that might be flying over New York City. During these years I remember very clearly trying to correlate in my mind a world that existed outside my Harlem neighborhood with that of radio dramas and the almost daily discussions about the war, race riots and the problem of buying food with ration coupons.

For instance, my father who was then a member of the famed 369th National Guard Regiment in Harlem made sure that I would be familiar with names such as Normandy, France, and a year later listen to the first test explosion of the atomic bomb on Bikini island in 1945. I believe he thought this was important because three of my uncles were soldiers in Europe and the Pacific. When the war was over and I had an opportunity to talk with my uncles about their experiences, the issue of race and the war became a constant theme, and of course I began to make a connection with racial riots in Harlem, the war and my father's dedication to the all black 369th Infantry Regiment. However, with the end of the war, the question of race continued as a major concern in my family as well with my growing peer group.

When I became a teenager, I knew that there were a number of questions about the world, Harlem, my skin color that needed to be answered. I became acutely aware that a hostile environment awaited me beyond certain street and avenues throughout the city. However, I am quite sure that during these early teenage years I was very much aware of and fascinated by social and political conflict and as a result I was determined to find a way to become as knowledgeable as possible in this regard while still in High School. During my last year of High School I became interested in history and examining how individuals or groups functioned in society from an historical perspective. In this regard I sent a number of applications to southern African American Colleges and was accepted by my first choice. Unfortunately I could not attend due to my parent's financial status. I can still see the pained look on their face when they informed me about our financial situ-

ation. Two years later I joined the U.S. Marine Corps and commenced upon a nine year learning period that deepened my understanding of social history and social group structures. I can truly state that my experiences in the military helped me to pull my previous years of intellectual curiosity into an academic discipline, Sociology with an interest in migration and social conflict.

**EU: What was a turning point in your life?**

**KK:** There have been many turning points, or adjustment factors in my life. However, an early turning point occurred during the early 1950's when a neighbor's nephew, Layton Brooks visited New York City from Richmond, Virginia. During these years much of the United States racially separated either by de jure or de facto segregation. In southern states such as Virginia where much of society was segregated, even a black person's right to walk on the shady side of the street on a hot summer day was outlawed. In many southern states, if you were an African American you were required to step-off the sidewalk when approaching or passing a white person.

A friend of mind, Layton Brooks was raised in such an environment in Virginia and consequently when he arrived in 1953 to spend the summer with his relatives who lived nearby he was amazed by some of the differences in New York City.

I remember on a particular day when a group of my friends and I decided to take Layton to the movie theatre on Fordham Road in the Bronx, we walked up a steep hill towards the Theatre. Layton suddenly jumped into the street, not once, but several times as white people approached us. When I asked him why he was doing this, he explained that this was expected at 'home'. We told him this was New York City, so forget all of that other racist nonsense.

As the summer went on Layton became more relaxed and truly began to enjoy himself. By summers end, Layton returned to Virginia. Sometime that fall, my parents informed that Layton was murdered by lynching because he refused to abide by one of Virginia's racist segregation codes. His murder and the subsequent murder of Emmett Till in 1955 symbolized for me then and now the reality of what it means to be an African American and the responsibility that I have to combat those who would attempt to curtail or limit me my right to exist and prosper.

**EU: What achievements are you proudest of?**

**KK:** There are a number of achievements that I am proud of, however receiving my doctorate in Sociology from New York University in 1983 is one that stands out. I was extremely fortunate to have a well-known social psychologist, Richard Sennett as the Chairman of my doctorate committee and mentors such as sociologist Irving Goffman, Edwin Schur and historian John Henrike Clarke as advisors on my dissertation committee. A few years later my dissertation, *Emigration vs. Assimilation: The Debate in the African American Press, 1827-1861* was published and even now it is cited as a valuable contribution to our understanding of the African American newspaper's impact on the question of black emigration or assimilation within the American social construct.

A few years later I was introduced to Mr. Clarence Norris, the last living defendant in the infamous Scottsboro, Alabama Rape Case of 1931. After a few conversations he agreed to a taped-interview about his experiences growing up as the oldest sibling of a sharecropping family in Georgia during the 1920's. Our interview eventually discussed those circumstances that led to his involvement in the alleged rape of two white indigent females, i.e., hoboos in March, 1931 by nine black male hoboos on a freight train traveling through Alabama and the subsequent infamous Scottsboro, Alabama rape trial.

Though all of the defendants were eventually pardoned or acquitted of the charges some 17 years later, Clarence Norris jumped parole in 1946 and live under an assumed name until he was eventually pardoned in 1976 by the then governor of Alabama, George Wallace. Mr. Norris's recollections were so inspiring that I put them in to a biography entitled, *The Man from Scottsboro: Clarence Norris and the Infamous 1931 Alabama Rape Trial, In His Own Words*. Recording Mr. Norris's historic recollections of the trial and his life in Georgia and Alabama as a youth was for me an important achievement due to the uniqueness as the data and the fact that these video tapes are the only detailed recollection by a Scottsboro defendant.

Due to my familiarity with the Scottsboro case and Clarence Norris, I was asked six years ago to participate as an advisor in the making of a television documentary entitled, *Scottsboro, An American Tragedy*. The documentary won a major award at the Sundance Film Festival as the top documentary of 2001 in its category. During the 2001 Academy Awards in Los Angeles, California, this documentary was nominated as one of the top five documentaries of the year and in the final vote came in second. Being a part of the advisory board for this production was a gratifying experience and a major achievement.

In the spring of 2006 I completed two books, *Black Resistance to the Ku Klux Klan in the Wake of Civil War* and *African American Chronology: Chronologies of the American Mosaic*, both of which were published in the fall. During this time span I also fulfill my responsibilities as Chairperson of the African American Studies Department at John Jay College of Criminal Justice, CUNY. In the fall I also coordinated a major national symposium on the Scottsboro case at John Jay College that to all accounts was successful and significant in advancing our understanding of racism and capital punishment. In December I was promoted to Full Professor. The enormous pressure to complete these two publications, while functioning as an administrator, symposium coordinator and being promoted to full professor was indeed for me one of my proudest achievements.

**EU: What were the challenges you faced and how did you overcome them?**

**KK:** A major challenge for me was overcoming the notion that as an older student returning to Hunter College in New York City I would be somewhat out of place. However, once in the classroom I quickly realized that my ten years of worldly experience in the military had prepared me to make deeper associations between classroom theoretical information and what I experienced or witnessed as a young Marine. Even still, my very first semester was almost disastrous. In fact, one administrator even advised me "to continue driving a cab." I promised her that I would make her eat those words, and four years later, with my undergraduate degree in hand I sought her out. Unfortunately she was no longer working at Hunter College. Throughout this process I do remember every semester saying to myself, "there are only eight, semesters left", then, "there are only seven semesters left," then, six and so on. In this manner I could see and feel the progress that I was making.

I also recall that I was very cognizant that there would be numerous challenges, pitfalls and obstacles that somehow I would have to find a way around, over or through them. For example, in Graduate school it became blatantly clear that two semesters of statistics would be the most challenging course for me. Individually the task was brutal, so I decided that group study was the best tactic if I was going to understand the important elements of statistical analysis, and of course for most of my classmates this assess-



ment was also practical. Keep in mind; this was during the day of IBM computer cards, where any slight mistake on your part was absolutely devastating to solving a statistical problem. We formed study groups in which those of us who were proficient in one area of statistics would be paired with another group that wasn't that proficient. It worked for most of us. However was my determination that in twelve years I would have a doctorate degree in sociology or social historical analysis. After twelve years of study I accumulated an undergraduate degree, two masters degrees and a PhD in sociology.

**EU: Who were your mentors?**

**KK:** I had several mentors at Hunter College, CUNY. From a social historical perspective, Dr. John Henrike Clarke and Dr. Tilden LeMelle were extremely important to me. They followed each other as Chairpersons of the Black Studies Department when I was an undergraduate student, and in this regard exposed the students to different ways of viewing history, particularly from the African American perspective. From Dr. Clarke I learned the importance of critical historical analysis and from Dr. LeMelle the significance of social structure; conflict and hierarchy. I had a Communications Professor, Dr. Ruth Ramsay who vigorously pushed me to improve my writing and overall communications skills. Without a doubt, Dr. Ramsay efforts are apparent in my recent publication, *Black Resistance to the Ku Klux Klan* that in fact has its nexus in my first Master's thesis under Dr. Ramsay's mentorship.

In the doctoral program at New York University I had the opportunity to work with Dr. Richard Sennett, a noted social psychologist, as well as Dr. Edwin Schur and Irving Goffman. Their writings and classroom discussions help me to fine tune my thoughts on migration and social conflict within the American context.

**EU: What is your advice to young people today?**

**KK:** My advice to young people is not to limit a desire to understand their immediate environment. Secondly do not rely solely upon a media orientated or so-called virtual reality interpretation of the world or their environment. Being there in body, spirit and intellect helps the young social scientist to really 'understand' the importance of what sociologist Max Weber often stressed as the "ritual regimentation of life" and the creation of the "cultural community." In this regard, I not only advise students to assert themselves as much as possible into understanding our most pressing social issues of the day but to also seek a more critical insight about the evolutionary aspects of the most pressing issues of the day. Therein, they will become committed to better understanding social conflict and change. In this regard, I also believe that mentorship is extremely important in encouraging students to travel with me or with groups to social settings where social political change is occurring. This is particularly important for students of African heritage who have a dire need to better understand the social political displacement that created the African diaspora and the on-going evolutionary changes that are occurring within that reality.#

*Kwando M Kinshasa, Ph.D., is Chairperson of the African American Studies Dept. at John Jay College of Criminal Justice.*



## MOVIE REVIEW

# FROM AN AFRICAN NIGHTMARE TO THE AMERICAN DREAM

By JAN AARON

**G**od Grew Tired of Us is a sober, involving documentary about the Lost Boys of Sudan, the tens of thousands children mostly of the Dinka people, who fled their country's Civil War in the 1980's. A National Geographic production, by Christopher Quinn and Tommy Walker, beautifully photographed by Paul Daley, the film, narrated by Nicole Kidman, is heartbreaking as well as uplifting and inspirational.

The youngsters crossed the Sahara to temporary safety in Ethiopia and, in 1991, made another 1,000 mile march to the United Nations refugee camp in Kakuma Kenya where they remained in limbo for 10 years. Dehydration, starvation, disease, attacks from wild animals and rebel soldiers reduced their number to a few thousand by the time they arrived to the calm of this camp.

The filmmakers focus on three of the men who are selected to go to America of which they have heard so much—John Bul Dau is headed to Syracuse while Panther Bior, and Daniel Abol Pach are to be roommates in Pittsburgh, which Daniel asserts is in the country of Pennsylvania.

The enormous cultural shift is initially depicted for its comedic relief. The men in a primitive

Kenyan camp one day and on an airplane filled

with electronic gadgets the next. Once they arrive, we see them learn how to use assorted kitchen and household gadgets and watch them wander the aisles of a well stocked market, overcome with the abundance. A doughnut with sprinkles is an exotic food.

Once they settle in, they try to make a life for themselves, but it isn't easy. When they travel in groups, local merchants feel frightened by them.

Daniel, John and Panther work in factories and other menial jobs and they become bill-paying Americans. But they yearn for more and get it. Each struggles for a college education, and by the end of the film, each is involved with humanitarian project in their homeland. John works within the "Lost Boys Foundation," which keeps refugees in 23 states in touch with each other. He travels the lecture circuit to raise awareness of Sudan.

At a reunion for Lost Boys in

Grand Rapids, Michigan, the cameras record the happiness of rediscovered friendships but they also observe some of the younger refugees in hip-hop baggy pants, using the mannerisms of their new home. "You are away from your culture, please come back," John says to them. There is no reply. The film does not examine the subject of assimilation which is a minor flaw. (For an Educator's Guide go to: [ngsdnet.org](http://ngsdnet.org).)#



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## BANK STREET COLLEGE DIVERSITY

Do good ideas come in pairs? That seems to be the case with the Bank Street commitment to enhance diversity and the inauguration of the Priscilla E. Pemberton Society in late 2005. The Society's aims reflect both its namesake's long-time endeavors at Bank Street and a major part of the College's Strategic Plan—namely, to focus on increasing diversity initiatives. The Pemberton Society seeks to:

Raise funds to provide more scholarships and financial aid awards in both the Graduate School and the School for Children.

Provide students and alumni of color with extended support services and host special events to celebrate diversity throughout the academic year.

According to retired Bank Street librarian Lucia Jack, President of the Society's Steering Committee, "The Society is unique because, in

our effort to continue Priscilla's work, we are not only fundraising for scholarships, but also offering support from our alumni and our steering committee to students both at the College and in their beginning years of teaching or administering in school systems." Priscilla E. Pemberton '66, tirelessly served Bank Street for more than twenty years as a member of the faculty and the administrative, staff, and as an alumni leader. She touched the lives of countless teachers, students, and alumni. Shortly after her death in 2004, the Society was founded in her name to carry on her ideals.#

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## THE DEAN'S COLUMN

## The Most Misunderstood Average

By ALFRED POSAMENTIER, Ph.D.

Most uninformed students, when asked to calculate the average speed for a round trip with a "going" average speed of 30 miles per hour and a "returning" average speed of 60 miles per hour would think that their average speed for the entire trip is 45 miles per hour (calculated as  $(30 + 60) / 2 = 45$ ). The first task is to convince the students that this is the wrong answer. For starters, you might ask the students if they believe it is fair to consider the two speeds with equal "weight." Some may realize that the two speeds were achieved for different lengths of time and therefore cannot get the same weight. This might lead someone to offer that the slower speed, 30 mph took twice as long and therefore ought to get twice the weight in the calculation of the average round-trip speed. This would then bring the calculation to the following:  $(30 + 30 + 60) / 3 = 40$ , which happens to be the correct average speed.

For those not convinced by this argument try something a bit closer to "home." A question can be posed about the grade a student deserves who scored 100% on nine of ten tests in a semester and on one test scored only 50%. Would it be fair to assume that this student's performance for the term was 75% (i.e.  $(100 + 50) / 2$ )? The reaction to this suggestion will tend toward applying appropriate weight to the two scores in consideration. The 100% was achieved nine times as often as the 50% and therefore ought to get the appropriate weight. Thus, a proper calculation of the student's average ought to be  $(9(100) + 50) / 10 = 95$ . This clearly appears more just!

An astute student may now ask "what happens if the rates to be averaged are not multiples of one another?" For the speed problem above,

one could find the time "going" and the time "returning" to get the total time, and then with the total distance calculate the total rate, which is, in fact, the average rate.

There is a more efficient way and that is the highlight of this unit. We are going to introduce a concept called the *Harmonic Mean*, which is the mean of a harmonic sequence. The name harmonic may come from the fact that one such harmonic sequence is  $1/2, 1/3, 1/4, 1/5, 1/6, 1/7, 1/8$ , and if one takes guitar string of these relative lengths and strums them together a harmonious sound results.

This frequently misunderstood mean (or average) usually causes confusion, but to avoid this, once we identify that we are to find the average of rates (i.e. the harmonic mean), then we have a lovely formula for calculating the harmonic mean for rates over the same base. In the above situation, the rates were for the same distance (round trip legs).

The harmonic mean for two rates,  $a$  and  $b$  is  $(2ab) / (a + b)$ ,

and for three rates,  $a, b$  and  $c$  the harmonic mean is  $(3abc) / (ab + bc + ac)$ .

You can see the pattern evolving, so that for three rates the harmonic mean is  $(4abcd) / (abc + abd + acd + bcd)$

Applying this to the above speed problem gives us:  $(2 \cdot 30 \cdot 60) / (30 + 60) = 3600 / 90 = 40$ .

Begin by posing the following problem:

On Monday a plane makes a round trip flight New York City - Washington with an average speed of 300 miles per hour. The next day, Tuesday, there is a wind of constant speed (50 miles per hour) and direction (blowing from New York City to Washington). With the same speed setting as



on Monday, this same plane makes the same round trip on Tuesday. Will the Tuesday trip require more time, less time or the same time as the Monday trip?

This problem should be slowly and carefully posed so that students notice that the only thing that has changed

is the "help and hindrance of the wind." All other controllable factors are the same: distances, speed regulation, airplane's conditions, etc. An expected response is that the two round trip flights ought to be the same, especially since the same wind is helping and hindering two equal legs of a round trip flight.

Realization that the two legs of the "wind-trip" require different amounts of time should lead to the notion that the two speeds of this trip cannot be weighted equally as they were done for different lengths of time. Therefore, the time for each leg should be calculated and then appropriately apportioned to the related speeds.

We can use the harmonic mean formula to find the average speed for the "windy trip."

The harmonic mean is  $((2)(350)(250)) / (250 + 350) = 291.667$ , which is slower than the no-wind trip.

What a surprise!!

This topic is not only useful, but also serves to sensitize students to the notion of weighted averages.#

*Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including Math Wonders to Inspire Teachers and Students (ASCD, 2003) and Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003), and member of the NYS Standards Committee on Math.*

## My Internship with Education Update

By HEATHER MAHER

There have been very few times when I've had an experience that's life changing. Since I began my internship with *Education Update*, I have learned many valuable skills for my future in the Journalism world. Dr. Pola Rosen is always informative about new ways to approach an article and on how to edit it. When I have a problem, she works with me until it's solved and teaches me how to avoid it in the future. With the guidance of all the staff members here at *Education Update*, my writing has become more informative and more powerful. I have loved reporting on events and interviewing some of today's most influential people in education. The paper has awakened my passion for informing the world about different events. I believe that if you know the story, you have a right to share it. I hope that the experiences I've had with *Education Update* will further me to become a great writer and journalist.#

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## Civil Rights Leader Visits Poly Prep in Brooklyn

This year the students of Poly Prep Country Day School observed Martin Luther King Jr. Day a few days after the nation, and with good reason—they received a very special visitor. The Reverend Samuel “Billy” Kyles, a friend of King and the last living eyewitness to his assassination, spent a day with students in the upper and middle schools on the Bay Ridge campus.

“We are so honored to have Reverend Kyles share with our community his experiences about such an important time in American history,” said David B. Harman, headmaster.

Born in 1934 in Shelby, Mississippi, Reverend Kyles has been pastor of the Monumental Baptist Church in Memphis, Tennessee, since 1959 and is a longtime leader in the civil rights movement. His involvement with Dr. Martin Luther King Jr. began not long before King’s death.

On April 4, 1968, after holding a peaceful march the previous day in Memphis to rally community support for striking sanitation workers, Dr. King was preparing to have a home-cooked meal with Reverend Kyles and his family. Shortly before departing the Lorraine Motel for the Kyles residence, Dr. King was assassinated. Along with Reverend Ralph Abernathy, Reverend Kyles spent the last hour of Dr. King’s life with him.

Kyles has maintained his involvement with civil rights work since the 1960s and is a member of several civic and professional organizations. A nationally lauded speaker, he has received many honors and awards, including the Tennessee Living Legend Award.

Last summer, Kyles was the keynote speaker

at the annual conference of the Country Day School Headmasters’ Association. Harman heard his speech and, with the urging of senior student Stephanie Darand, decided to bring the civil rights leader to Poly. Darand had also previously witnessed Kyles speak as part of the Sojourn to the Past civil rights education project and wanted her fellow students to share in the experience.

“He was such a great speaker,” said Darand, speaking about the first time she saw Kyles. “I was so glad he could come and spend so much time at Poly, especially during this time of year.” The civil rights leader’s stop at Poly was one at the end of a week spent in several states talking about King as the nation celebrated his birthday.

Reverend Kyles’ day at the school was a full one. He addressed Poly’s upper and middle school students separately in two morning assemblies. He had lunch with students and faculty and visited several history classes, as well.

“Hold fast to your dreams,” Kyles told students. He explained that King’s dream, and subsequent work to achieve it, is comparable to any dreams the students themselves may have today.

“Before you know it, you all will be in charge of the world,” Kyles said. “It’s going to happen so quick, and it’s my job to encourage and inspire you to be the best you can be at whatever you set out to accomplish.”#

*Founded in 1854, Poly Prep Country Day School is a co-educational, college preparatory school with a long and distinguished history, located at 9216 7th Avenue, Brooklyn, New York 11228.*

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## QUEENS COLLEGE CELEBRATES BLACK HISTORY MONTH

A new exhibit at the Louis Armstrong House Museum

### “Breaking Barriers: Louis Armstrong and Civil Rights” January 26–October 8, 2007



This is a revealing look at the sometimes-controversial civil rights legacy of one of the most influential figures of the 20th century. The exhibit also celebrates Armstrong’s many contributions – as jazz legend, good will ambassador, movie star and author. Take in film clips and artifacts from the period, including Armstrong’s FBI file—it’s all waiting for you at Louis Armstrong’s home in Corona, Queens.

For more information, call the museum at 718-478-8274 or visit [www.louisarmstronghouse.org](http://www.louisarmstronghouse.org).



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# TOWN HALL HOSTS STUDENTS FOR BLACK HISTORY MONTH



(L-R) Marvin Leffler, President, Town Hall & Lawrence Zucker, Exec. Director

By LISA K. WINKLER

About 4,500 students, grades 3-8, from all the New York City boroughs will tap their feet and clap their hands to the beat of Urban Tap, at free performances at The Town Hall this month as part of its Black History Month presentation. Sponsored by Con Edison, the program marks the 10th annual cultural event that brings city children to the 86-year-old venue. After the golden age of Town Hall from 1920 to 1940, the Hall is experiencing a renaissance under the “batons” of President Marvin Leffler and Executive Director Lawrence Zucker. Through a world music and dance program, a “Helping Hands” program, and Theaterworks programs, record numbers of children have been attending programs at “Town Hall once again.

Students are encouraged, through lesson plans provided to teachers, to enter a poster and essay

contest after attending the performance. The Town Hall selects five winners who receive cash prizes at a ceremony in the spring.

Founded in 1921 by a group of suffragettes, The Town Hall, 123 West 43rd Street, offered lectures and sponsored public debates designed to educate voters. The many notable appearances include birth control advocate Margaret Sanger in 1921, actor Paul Robeson in 1927, Edna St. Vincent Millay in 1928, and singer Marian Anderson in 1935. In the 1950’s, the hall offered programs through a partnership with New York University. Throughout the next two decades, the hall continued to attract top name speakers and performers but faced financial difficulties, ceasing operations in 1978. The building received national historic landmark status in 1980 that sparked interest in reviving the hall as a performance venue. Thanks to the efforts

of executive director Lawrence Zucker and the vision of Marvin Leffler, President of Town Hall, rental bookings fund-raising campaigns have increased. Renovations were completed by 1984 and the hall has since begun producing its own events. In 1998, the Town Hall Lab in Technical Theatre and Stagecraft was created to offer New York City high school students’ apprenticeship experiences in theater. The hall has expanded this initiative to include student internships and

education outreach programs for middle and high school students.

Gary Greenberg, Project Arts Liaison, PS 241 Brooklyn said of the program, Town Hall provides a terrific opportunity for students who might never get inside a professional theater. The study guides are invaluable to help the teachers prepare students for the experience. The quality of the programs has been superb. We couldn’t do this without the generous corporate sponsorship.”#

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For directions and other information, visit <http://www.satchmo.net/>.



Example of a page from one of 85 of Louis Armstrong's homemade scrapbooks. This one, which depicts Armstrong's fellow black artists, will be on view at the exhibit "Breaking Barriers: Louis Armstrong and Civil Rights." Image courtesy of the Louis Armstrong Archives at Queens College.

### HUNTER COLLEGE ROY DECARAVA

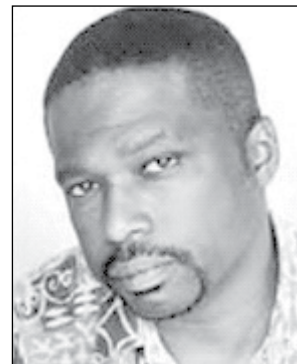
was awarded the prestigious 2006 National Medal of Arts by President Bush at the White House on November 9. DeCarava, a Distinguished Professor of Art at Hunter, has devoted more than 60 years to an extraordinary career as a master photographer and a pioneer in the art of photography. During a presentation ceremony in the Oval Office with the President and First Lady Laura Bush, DeCarava—a member of the Hunter faculty since 1975—was hailed for a lifetime of inspiring contributions to the arts. "In the midst of the Civil Rights movement, his revealing work seized the attention of our nation while displaying the dignity and determination of his subjects,"



DeCarava's citation read. Living and working primarily in New York City, DeCarava has been widely praised as the first photographer "to devote serious attention...to the black experience in America" and for the affection for the people and places of his hometown of New York which are so evident in his work. DeCarava has been the subject of 15 solo exhibitions. His work is in collections at the National Gallery of Art in Washington, D.C.; the Museum of Modern Art and the Metropolitan Museum of Art in New York; the Museum of Fine Arts in Houston; and the Smithsonian American Art Museum. He was also the first African American photographer to win a Guggenheim Fellowship.

### QUEENS COLLEGE JEFFERY RENARD ALLEN

is an Associate Professor of English at Queens College of the City University of New York, the author of two collections of poetry, *Stellar Places* (Moyer Bell 2007) and *Harbors and Spirits* (Moyer Bell 1999), and of the widely celebrated and influential novel, *Rails Under My Back* (Farrar, Straus, and Giroux, 2000), which won The Chicago Tribune's Heartland Prize for Fiction. His other awards include a Whiting Writer's Award, The Chicago Public Library's Twenty-first Century Award, a Recognition for Pioneering Achievements in Fiction from the African American Literature and Culture Association, a support grant from Creative Capital, and the 2003 Charles Angoff Award for Fiction from The Literary Review. He has been a fellow at The Center for Scholars and Writers at The New York Public Library, a John Farrar Fellow in Fiction at the Bread Loaf Writers' Conference, and a Walter E. Dakins Fellow in Fiction at the Sewanee Writers' Conference.



African American Review, Callaloo, Arkansas Review, Other Voices, Black Renaissance Noire, Notre Dame Review, The Literary Review, and XCP: Cross Cultural Poetics. His work has also appeared in several anthologies, including *110 Stories: New York Writes after September 11*, *Rainbow Darkness: An Anthology of African American Poetry*, and *Homeground: Language for an American Landscape*.

Born in Chicago, Renard Allen holds a PhD in English (Creative Writing) from the University of Illinois at Chicago. Besides teaching at Queens College (including, as of fall 2007, in the college's new MFA program in creative writing), Allen is also an instructor in the graduate writing program at New School University. He has also taught for Cave Canem, the Summer Literary Seminars program in St. Petersburg, Russia, and Nairobi, Kenya, and in the writing program at Columbia University. In addition, he is the director of the Pan African Literary Forum, a writers' conference in Accra, Ghana, to be held in the summer of 2008. A resident of Far Rockaway, Queens, Allen is presently at work on the novel *Song of the Shank*, based on the life of Thomas Greene Wiggins, a nineteenth-century African American piano virtuoso and composer who performed under the stage name Blind Tom.

### HUNTER COLLEGE DR. GODFREY GUMBS

of the Physics Department has been named a CUNY Distinguished Professor in recognition of his lifetime of contributions to theoretical physics, including research into some of the most complex problems of condensed matter. It is the latest in a series of well-earned honors for Dr. Gumbs. Last year, he was named a Fulbright Senior Scholar and he received the American Physical Society's highest prize, the Edward



A. Bouchet Award. An extraordinarily active and productive scientist, he has published almost 200 papers—and many research groups around the world carry out work today based on his discoveries. Dr. Gumbs, a member of the faculty since 1992, served as Chair of the Department of Physics and Astronomy at Hunter for five years. He has also made outstanding contributions and service to many College programs, including efforts to recruit and support minority students.

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## THE CURSE OF CASTE; OR THE SLAVE BRIDE

REVIEWED By JOAN BAUM, Ph.D.

It's likely that the remarkable but little known Williamsport, PA resident Julia C. Collins (d. 1865), author of the novel, *The Curse of Caste; or The Slave Bride*, would have regarded Black History Month with a sympathetic eye because she wrote essays for the 19th century African Methodist Episcopal Church's Christian Register, "probably the leading, black-operated periodical of the time." But Julia Collins might also have celebrated Women's History Month. In either case her "Rediscovered African American Novel" novel, which was serialized in 1865, can lay claim, as its editors William L. Andrews and Mitch Kachun suggest, to being "the first novel by an African American woman" (as distinct from diaries and autobiographies). And note that date: 1865!

*The Curse of Caste* is a short, engaging narrative that might well recommend itself to teachers for inclusion in social studies and humanities curricula. It contains domestic scenes about middleclass blacks in the North and South at a crucial period—arguably the most critical turning point—in the history of our country. It also contains an impressive 68-page introduction by the editors that could be a model for how to do research. Professors William Andrews and Mitch Kachun carefully separate fact from fiction and move with care from hypotheses and speculations to conclusions, especially regarding the ending of *The Curse of Caste*. Readers must have truly been upset in September 1865, when, after seven months of exciting weekly installments, Mrs. Collins' story suddenly stopped. The author had died (of tuberculosis, the editors surmise). In a fascinating last section, Andrews and Kachun offer alternative final chapters: one happy, the other tragic, and suggest which one Mrs. Collins would most likely have written. What a wonderful opportunity for to involve students in the elements of persuasive discourse: which ending would they prefer and which can be supported from evidence in the book and inquiry into antebellum and Civil War history?

By coincidence, *The Curse of Caste* might also be said to complement another book about blacks much in the news these days: the recently released, annotated new edition of Harriet Beecher Stowe's 1852 *Uncle Tom's Cabin*; or, *Life Among the Lowly*. The differences between the novels, however, are worth pondering, including Mrs. Collins' thematic emphasis on inter-

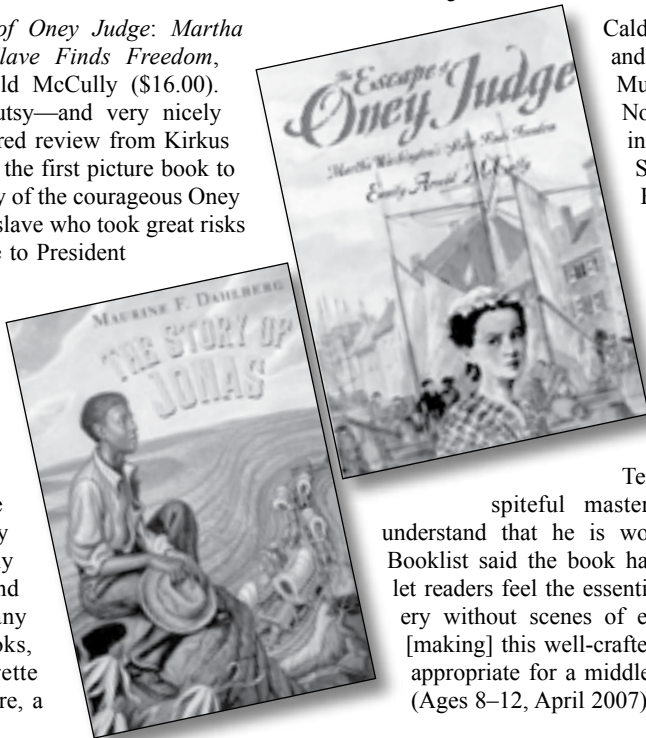
racial love and the burden of racial secrets; her putting the strongest anti-slavery rhetoric in the mouth of a Southern white aristocrat who marries the daughter of a white slave master and one of his slaves; and giving a Northern black nurse who helps rear the child of the mixed-blood union a major role in bringing everyone together. How prescient that the fictional young aristocrat, cast out by his powerful racist father, says that the institution is "accursed, and will yet prove the fatal Nemesis of the South," and that God himself will not allow "any people so deeply wronged to go unavenged"—daring words to be published the very month of Abraham Lincoln's assassination.

Is *The Curse of Caste* great literature? Hardly—with its stereotyped heroines and villains and tepid style, including first-person plural interjections and labored Greek references ("After a lapse of eighteen years we renew our acquaintance with the worthy son of Aesculapius [the god of medicine and healing]." But the book is probably indicative of the style of women's fiction at the time ("Was Claire indeed a relative of that strange, dark man, over whom a shadow seemed to have fallen, and, if so, why should she occupy the position she did in Col. Tracy's house?") It is also, like Mrs. Collins' essays, some of which are included at the back of the book, revealing of the author's hope to inspire educated young black women to assume a meaningful role in society. Andrews, a professor of English and a dean for Fine Arts and Humanities at the University of North Carolina at Chapel Hill, and Kachun, an associate professor of History at Western Michigan University, scholarly authors both, provide as much information as they can about African American women writers at the time and especially about Julia C. Collins who would want black women, whether through marriage or writing, to rise to their full potential. It should be noted that *The New York Times Book Review* blasted *The Curse of Caste* for its melodramatic plot, academic preamble, stilted prose and "problematic" appearance as an incomplete work of fiction. But though "quality" may be found wanting the educational significance of *The Curse of Caste* as historical artifact should not be overlooked.

*The Curse of Caste; or The Slave Bride* by Julia C. Collins. Eds. William L. Andrews and Mitch Kachun, Oxford UP., introd, notes, index, reading group guide, \$11.95.#

## Children's Books for African American History Month

*The Escape of Oney Judge: Martha Washington's Slave Finds Freedom*, by Emily Arnold McCully (\$16.00). Dubbed as "Gutsy—and very nicely done," in a starred review from Kirkus Reviews, this is the first picture book to tell the true story of the courageous Oney Judge, a young slave who took great risks to flee servitude to President George and Martha Washington and have a free life in New Hampshire. Booklist also gave the title a star. Emily Arnold McCully has written and illustrated many children's books, including *Mirette on the High Wire*, a



Caldecott Medal Book, and Squirrel and John Muir, an NCSS-CBC Notable Trade Book in the Field of Social Studies. (Ages 6 up, February 2007)

*The Story of Jonas* by Maurine F. Dahlberg (\$16.00) In this historical novel set in 1858, young Jonas, a slave, travels to the Kansas Territory with his spiteful master and comes to understand that he is worthy of freedom. Booklist said the book has, "The ability to let readers feel the essential cruelty of slavery without scenes of excessive brutality [making] this well-crafted, engaging novel appropriate for a middle-grade audience." (Ages 8–12, April 2007)

## Logos Bookstore's Recommendations



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For a month in the doldrums of winter, February has much going on in its short span: Ground Hog Day, Valentine's Day, African American History Month and Presidents Day, a day to honor all Presidents of the United States. Ideals Publications has two books that address interesting topics related to President's Day: *First Ladies Of The White House* by Nancy J. Skarmearas and *The Ideals Guide To Presidential Homes And Libraries* by Peggy Schaefer.

### First Ladies Of The White House

by Nancy J. Skarmearas  
(Ideals Publications, \$9.95)

*First Ladies Of The White House* has biographical sketches and pictures of all the First Ladies right up to Laura Bush. Women who acted as official hostesses for the Presidents are also mentioned as James Buchanan was a bachelor and the wives of Thomas Jefferson, Andrew Jackson, Martin Van Buren and Chester B. Arthur died before their husbands became President. The biographical sketches of the First Ladies give a good insight into their personalities. Long before Bill and Hillary Clinton, James Polk and his wife, Sarah were a team in government. The two youngest First Ladies, Julia Gardiner Tyler and Frances Folsom Cleveland come across as sophisticated live wires.

### The Ideals Guide To Presidential Homes And Libraries

(Ideals Publications, \$25)

*The Ideals Guide To Presidential Homes And Libraries* contains concise, thorough biographical sketches as well as excerpts from speeches of all the Presidents as well as articles and pictures of their various homes and libraries with

critical visitor information such as telephone number, address, website and days of operation. In the back of the book are maps of the different states and Washington D.C. where the homes and libraries are located as well as related sites. Following those pages is a list of Presidents, Vice Presidents and First Ladies followed by site and geographical indexes.

This book is a good way for people to learn about the Presidents other than the famous ones and where to go to learn more about a particular President.

Aside from these books, there are many other books about Presidents at

Logos Bookstore as well as many books about prominent African Americans, distinctive Valentine's Day Cards and much more for gifts, books, greeting cards and music. So come on in.

### Upcoming Events At Logos

**Wednesday, February 7, 2007 at 7 P.M.**, KYTV Reading Group will discuss *The Shadow Of The Wind* by Carlos Ruiz Zafon.

**Monday, February 26, 2007 at 7 P.M.**, The Sacred Texts Group led by Richard Curtis, literary agent, will discuss Jesus and The Sermon On The Mount.

**Wednesday, March 7, 2007 at 7 P.M.**, KYTV Reading Group will discuss *Walden* by Henry David Thoreau.

A Knitting Circle at Logos is scheduled to begin in early February (For more information call Lori at (212) 517-7292)

Children's Story Time every Monday at 3 P.M. with Dvorah

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.)

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#### READING

Oscar Hijuelos  
Wednesday, Feb. 28  
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Free Novelist Oscar Hijuelos, recipient of the Rome Prize, the Pulitzer Prize (for *The Mambo Kings Play Songs of Love*), and grants from the National Endowment for the Arts and the Guggenheim Foundation, will read at Sarah Lawrence College on February 28 at 6:30 p.m. in Reisinger Concert Hall. Hijuelos is the third writer featured in the Graduate Writing Program's Spring 2007 Reading Series. For more information, please call 914-395-2412.

*Sarah Lawrence College Hosts Revolutionary Artists Lecture Series*

Artist-activists William Pope.L, Alicia Framis, Tyree Guyton, and Frithjof Bergmann will visit Sarah Lawrence College in February and April to speak about their work as part of a "Revolutionary Artists Lecture Series." For more information, please call 914-395-2660 or e-mail [abonsu@sarahlawrence.edu](mailto:abonsu@sarahlawrence.edu).

Speakers will present their unique solutions to how we confront the realities of today - a time of turmoil and uncertainty, fueled by natural disasters, war, extreme poverty, disease and bigotry. "To find answers, I suggest we look beyond the status quo, to more creative sources for inspiration," said artist Afua Osei-Bonsu, one of the series' organizers.

The series begins on February 9 at 7:00 p.m. in the Film Viewing Room of

the Performing Arts Center (PAC) with William Pope.L, known for inserting DNA attributable to Martin Luther King Jr. into fruit placed in supermarkets and his monograph, *William Pope. L: The Friendliest Black Artist in America*.

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## FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT



## How Can I Protect My Child from Prescription and Over-the-Counter Drug Abuse?

By GLENN S. HIRSCH, M.D.

There is good news in the fight against drug use. Several year-end surveys of teenage substance use in 2006 report a decline in overall alcohol, cigarette, and illegal drug use. But that does not mean that parents should relax their vigilance. As fashions change, so do the substances which teenagers use to get high. A recent study shows that a small but growing number of 8th, 10th, and 12th graders reported using prescription painkillers such as Oxycontin and Vicodin, as well as over-the-counter cough medicines. Over-the-counter cough medicines are legal, cheap, and easy to get. Most contain dextromethorphan, a component of cough suppressants that at higher doses can cause hallucinogenic states. And although prescription painkillers are harder to get, family medicine cabinets—and increasingly the internet—are usually good sources.

Several officials have voiced concern over these findings. “The intentional use of prescription and over-the-counter medicines is a pervasive problem that has become a far too normal part of many teenagers’ lives,” according to Stephen J. Pasierb, President and CEO, Partnership for a Drug-Free America (New York Times, 1/8/07).

Although the number of teens who reported that they abused prescription medicine and over-the-counter drugs is not high compared to the number of teens who use illegal drugs, the trend is of concern, according to the White House Office of National Drug Control Policy. Many teens believe that if medications are obtainable in a pharmacy

they cannot be dangerous, but they may not realize the danger when they overdose or combine them with alcohol or other medications.

What parents can do:

Don’t keep an excess of any medication at home—buy just enough for the treatment of a current medical problem.

Watch out for possible symptoms of abuse: slurred speech, dilated pupils, sweating, high temperature, dry mouth, blurred vision, hallucinations, delusions, nausea, vomiting, irregular heartbeat, high blood pressure, numbness in fingers and toes, red face, loss of consciousness.

Pay attention to credit card charges.

Be aware of packages that are mailed to your home.

Note empty medicine bottles.

Store your own medicines in a secure place and always throw away outdated medicine.

Monitor the internet sites your teen accesses—there are sites where teens share information on how to obtain medicines of abuse and the combinations that are most potent.

Remember that prevention, starting at an early age, is critical.

Remember you are your child’s most important role model.

Talk openly about the harmful effects of drug and alcohol abuse.

Clearly state what you expect your teen to do when confronted with substance abuse in others.

Recognize stress in your teen and help to find ways of appropriately dealing with it.

Keep track of where, with whom, and what

## SUMMER CAMPS FOR STUDENTS WITH HEARING LOSS

Three different camps for students with hearing loss combining career exploration, self-awareness, and fun are available for middle and high school students at Rochester Institute of Technology in Rochester, N.Y., this summer.

Explore Your Future (EYF) is a six-day, career awareness program that gives high school sophomores and juniors with hearing loss the opportunity to experience college life and hands-on activities related to real-world career choices in of the arts, business, computer, engineering, and science fields. EYF offers a choice of two sessions from July 14 - 19 or July 21 - 26. On the final day of each session, parents attend a workshop that helps them prepare their student for life after high school. Cost is \$650 and includes everything but spending money and transportation. For more information or to register, visit [www.rit.edu/NTID/EYFNR](http://www.rit.edu/NTID/EYFNR), call (585) 475-6700 (voice/TTY), or e-mail at [EYFinfo@rit.edu](mailto:EYFinfo@rit.edu).

Girls with hearing loss who are entering 8th grade in September can attend TechGirlz from July 29 - August 4. The girls learn about jobs and careers in science, technology, engineering and math through hands-on activities such as building a computer to keep, and becoming a commander on a simulated mission to Mars. Camp activities are offered in English and in sign language, are certified by the New York State Department of Health,

and incorporate National Science Education standards. The cost is \$650 and includes tuition, housing in a residence hall on campus, and meals and snacks for the week. Parents are invited to opening and closing activities. For more information or to register, visit [www.rit.edu/NTID/TechGirlzNR](http://www.rit.edu/NTID/TechGirlzNR), call (585) 475-7695 (voice/TTY), or e-mail at [TechGirlz@ntid.rit.edu](mailto:TechGirlz@ntid.rit.edu).

Deaf and hard-of-hearing African-American, Latino American, or Native American students who are entering 7th, 8th, or 9th grade can attend Steps to Success, a career exploration mini-camp August 3 - 5. Students will explore career options through hands-on activities such as working with robots and doing science experiments in labs, and stay in a college residence hall. Parents or guardians are encouraged to attend and can get tips to support their student through this time of transition. The program fee is \$50, and includes housing and meals. Limited scholarships are available based on financial need. Experienced counselors and instructors use both English and sign language. The camp is certified by the New York State Health Department.

For more information or to register, visit [www.rit.edu/NTID/StepsToSuccessNR](http://www.rit.edu/NTID/StepsToSuccessNR), call (585) 475-7695 (voice/TTY), or e-mail at [StepToSuccess@ntid.rit.edu](mailto:StepToSuccess@ntid.rit.edu). The registration deadline for all three camps is May 31.

your teen is doing after school and other free times.

Discuss examples of substance abuse in movies and television, and point out the serious consequences.

While respecting your teen’s privacy is important, don’t ever forget to balance it with your responsibility to be an effective parent.

This monthly column provides educators, par-

ents 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](mailto: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](http://www.AboutOurKids.org) or call 212-263-6622.



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## SPORTS

## HAVE YOU THOUGHT OF FENCING? AN INTERVIEW WITH BRONZE MEDALIST BUKANTZ

By RICHARD KAGAN

A lot of sons want to follow in Dad's footsteps. It's just that for Jeff Bukantz, that wasn't such an easy thing to do. Bukantz, who was raised in Forest Hills, New York, admired his Dad, Daniel Bukantz a great deal. Daniel Bukantz was a dentist and one of the pre-eminent fencers in the United States in the 1940's and 50's, going to four Olympics as part of the US fencing team, and also refereeing in five Olympic Games.

Jeff traveled to Mexico City with his family as an 11-year-old boy, getting to watch any Olympic event he wanted to, because he was a family member of someone working in the Games. The young Bukantz collected pins in his first visit to an Olympics. Year later, in 1996, Jeff Bukantz was the referee in the Gold Medal match in the Men's Individual Foil event in the Summer Olympics in Atlanta, Ga. In 2004, Bukantz, 49, was the captain of the US Fencing Team that competed in Summer Olympic Games in Athens, Greece. The U.S. Team won the Gold Medal, for the first time in 100 years.

Bukantz's journey from Mexico City to Athens, almost 30 years later, is recounted in a moving memoir *Closing The Distance: Chasing a Father's Olympic Fencing Legacy*. It is a story of tremendous hard work, perseverance, and a strong determination to succeed.

Daniel Bukantz didn't push his son into fencing and once Jeff took an interest in the sport, he provided encouraging support and allowed the young Bukantz to find his own way.

In 1950, Daniel Bukantz won the Gold medal in the men's Individual Foil event at the Maccabiah Games, held in Israel, every four years. Thirty-



**Jeff & Daniel Bukantz holding the US National Foil Team trophy, which they won a record 17 times between the two representing the NY Fencers Club.**

nine years later, Jeff Bukantz won the same event. Bukantz's road to achievement in the sport of fencing was paved with failures, doubts, and heartache. But, he says he got a strong will to keep going, from his mother, a Holocaust survivor. Bukantz wasn't event the best fencer on his high school team at Forest Hills, and didn't compete in a US National event until he was 21.

In the early days of his fledgling career, he was by his own admission, "not a good fencer." In 1977, Bukantz lost 52 pounds, and re-committed to his sport. The next year he qualified for his first US National competition. He had a respectable showing and soon he was qualifying in the major events. Bukantz was third alternate on both the 1984 and 1988 Olympic Fencing squads. In 1987 he earned the Bronze medal in the Foil event with the US team at the Pan American games.

Between Jeff and his Dad, they were part of 17 U.S. National Foil Team championships, with the New York Fencers Club, the younger Bukantz winning eight titles. Like Father, Like Son.

Bukantz loved the sport of fencing so much he became a referee, and has often flown around the world to participate in the most prestigious events in the sport. He is currently the head referee, an overseer of other referees for the National Collegiate Athletic Association fencing title events.

In 2004, Bukantz consoled fencer Keeth Smart, who narrowly lost a Gold Medal and a Bronze Medal at the Summer Games in Athens. Bukantz, told Smart he was "an American hero," despite not coming home with a medal. As captain of the US Fencing Team, at least until the 2008 Olympics, Bukantz is imparting some knowledge and wisdom to the younger fencers that he gained after stepping away from active competition. "Take solace in doing the best you can," Bukantz tells the up and coming fencers. He admits that the highly competitive athletes, who train months and months, really don't want to hear this. They want the medal. Maybe they'll get it, but there is no guarantee, so enjoy the process of competing.

Bukantz notes that fencing is catching on quickly with boys and girls. There is a growing youth movement in the sport in America which bodes well for the future. Many clubs are sprouting up all over the country. Bukantz didn't hit his peak years until his late twenties and early thirties. "I was a late bloomer," he states. But he bloomed and seems to have found his own niche as a man, and as a seasoned referee and one of the key participants in fencing.#

## African American History Celebration At The Bronx Zoo

The magical sounds of African drummers will fill the air as the Bronx Zoo entertains visitors on Wednesday, February 21, as the Zoo celebrates African American heritage through music, dance, and wildlife.

A full day of activities highlight African culture with special welcomes by Wildlife Conservation Society (WCS) host, Charles Vasser, Director of Community Affairs, and representatives from the New York City Housing Authority kicking off the event at 10:30 am at the Dancing Crane Café where special African dance and drum performances will take place.

The Wildlife Conservation Society, headquartered at the Bronx Zoo, has over 150 international field projects in Africa alone. WCS saves wildlife and wild lands through careful science, international conservation, education, and the management of the world's largest system of urban wildlife parks in New York. Together, these activities change individual attitudes toward nature and help people imagine wildlife and humans living in sustainable interaction on both a local and a global scale. WCS is committed to this work because we believe it essential to the integrity of life on Earth.

African American Heritage Celebration at the Bronx Zoo recognizes February as Black History Month and fosters a deeper understanding and appreciation for the richness of African culture and wildlife. To plan a trip, visit online at [www.bronxzo.com](http://www.bronxzo.com) or call 718-367-1010.

## Calendar of Events February 2007

### Camp Fair

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

### Conferences

**GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY**  
19 West 44th Street, Suite 500  
New York, NY 10036

**HISTORY NOW LOOKS AT THE AMERICAN WEST**  
The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at [www.historynow.org](http://www.historynow.org). The issue examines the american west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century american west.

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

**FEATURED DOCUMENT**  
The institute regularly features documents from the gilder lehrman collection. In the spotlight this week is a broadside, printed in 1805 in new york city, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript: [www.gilderlehrman.org/collection/docs\\_current.html](http://www.gilderlehrman.org/collection/docs_current.html)

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[www.disneyonbroadway.com/groups](http://www.disneyonbroadway.com/groups)

### Events

**EMPIRE STATE COLLEGE - STATE UNIVERSITY OF NEW YORK**  
Wednesday, February 21, 6 p.m.  
325 HUDSON STREET  
(corner of Vandam).  
FIFTH FLOOR MANHATTAN;  
R.S.V.P. to 646-230-1274

Wednesday, February 7, noon,  
Wednesday, February 28, 6 p.m.  
200 NORTH CENTRAL AVENUE, HARTSDALE  
R.S.V.P. to 914 948-6206, X3575

**HARLEM ACADEMY**  
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NEW YORK, NY 10026  
FURTHER INFORMATION CAN ALSO BE FOUND ON THE SCHOOL'S WEBSITES: [WWW.HARLEMACADEMY.ORG](http://WWW.HARLEMACADEMY.ORG)  
Please call the school at (212) 348-2600 with questions or to register for an information session. Information sessions are adult only. Join us for an upcoming Information Sessions:  
February 6th, 6:30 pm  
February 22nd, 6:30 pm  
March 6th, 6:30 pm  
March 22nd, 6:30 pm  
Please call the school for further dates.

### Open Houses

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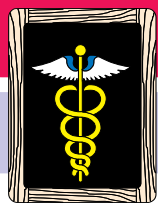


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# MEDICAL UPDATE



New York City • February 2007  
FOR PARENTS, EDUCATORS & STUDENTS

• 22

## CAREERS

### The Dental Office of the 21st Century: Dr. Barry Moretzky

By JOAN BAUM, Ph.D.

"If there's a toy out there that'll make my work and treatment better for my patients, I'll get it," says Barry Moretzky, D.M.D. His midtown practice is well named: "Contemporary Dental Implant Center." There are probably few NYC dentists as up to date on technology as Dr. Moretzky, who, with a mix of boyish enthusiasm and well-earned confidence about his own dedication to learn about the latest machines out there, notes that his office boasts a number of high-powered acquisitions. There's the digital x-ray machine which delivers instantly and the biolase, a spectacular piece of laser equipment that prepares a tooth and gingival tissue for treatment without anesthesia. Then there's the star of the office—CEREC—Chairside Economical Restoration of Aesthetic Ceramics—a remarkable imaging system that can model the image of a crown, surrounding teeth and all, and "mill" a special kind of porcelain that is safe (free of noxious material, such as mercury).

As most patients know, making a crown typically involves many visits, including a series of awkward if not downright uncomfortable

impressions. CEREC reduces everything to an amazing 3-D optical image. Three years ago, when Dr. Moretzky bought one there were only 1,200 available in the U.S. (3,000 in the world). Today, he points out, there are now about 1600 such machines in the U.S. The machine, which does not take up much space, not only does crowns and onlays but does laminates as well. Of course, the more skilled the dentist and his staff, the less time is needed to complete the procedure. Needless to say, as Dr. Moretzky adds, "patients love it." They also love what Zoom Two can accomplish, another technological innovation that bleaches natural teeth by way of an expedient concentration of light. Patients are so excited to learn of new dental technology that Dr. Moretzky brings into the office. They feel that he is keeping up with technological advances in the dental field and his office is on the cutting edge of dentistry.

The decision to acquire sophisticated technology raises questions about training and education however, as Dr. Moretzky well knows. Technology is changing so quickly that it's impossible for dental schools to keep up in the way of including such instruction in the regular curricu-

lum. Many advancements are introduced at conferences. Sales personnel are a major source of information. The field is so competitive a dental professional can afford to be choosy (most packages now come with automatic updates). But will dentists take time to learn about the new systems and ensure that their staffs are properly trained? Dr. Moretzky estimates that becoming proficient with CEREC, for example, requires three days in the office, three days outside and three days learning the new software packages. Then factor in additional practice in order to develop a steady hand. Though CEREC is hardly inexpensive, the payback, Dr. Moretzky says, is in volume of use. He specializes in crowns and implants. For those dentists for whom such work is not central, the \$100,000 machine may be prohibitive. Still, the promise of new generations of CEREC, which will include modeling bridgework, as well as continued regular treatment, may cause dentists



Dr. Barry Moretzky

to consider the benefits of investment.

Dr. Moretzky points out that although fluoride has severely reduced cavities, not all cities have fluoridated water. Americans are fond of bottled water and diet soda, neither of which contains fluoride. Meanwhile, periodontal care has become an increasingly important focus for children as well as adults, though too few parents are sufficiently educated about dental hygiene (sweets, for example, if consumed in between meals do more damage than if capping a lunch or dinner).

February is National Children's Dental Health Month, but Dr. Moretzky doesn't wait on the calendar. He regularly visits his own children's school and his sister's (a teacher), eager to educate youngsters about the importance of good habits. He also spends time considering how to make his office more patient friendly and physically welcoming. His staff, which includes some dentists from other countries, share his view that the most important job of a dentist is "to learn how to listen to patients." Now that's a dentist who knows how to make an impact!#

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## Remembering Dr. Martin Luther King, Jr.

By MAYOR MICHAEL BLOOMBERG

America's most important civil rights leader, Dr. Martin Luther King, Jr. is one of our nation's greatest heroes. It's a good time to take stock of how far we've come toward achieving equality for all—and also what we in public life still need to do to make that dream a reality.

"Perhaps the greatest civil rights challenge we face today is ensuring that all our children get the education they need to succeed in today's world. The right to a quality education is just as much a God-given and American right as the right to vote. And we are making an historic effort in this city to provide and protect that right—in a system that had failed generations of New Yorkers for far too long.

"As a result, math and reading scores are up, graduation rates—although still too low—are improving, and we're finally closing the intolerable achievement gap between students of different races and ethnicities. In addition, we've committed \$75 million to create parent coordinators in every school so that parents have a stronger connection to their child's education and can provide the support that will make a huge difference. We still have a long way to go, but we are clearly on the right track.

"We're also working to fulfill Dr. King's dream by keeping New York a city where people of all races and income levels can live, work, and raise families. That's why, for example, we've

launched the largest, most ambitious plan to build affordable housing of any American city in history. We will build enough new housing for 500,000 New Yorkers—that's equivalent to the number of people who live in Atlanta. Our population may be growing and our real estate market may be booming, but we're not about to let that squeeze out the people who really make up the fabric of our city's neighborhoods.

"We are also taking aim at one of our city's most longstanding, entrenched problems—poverty. "In a city that exemplifies so much hope—a city that's a beacon of opportunity to the rest of the world—it's unacceptable that one out of every five New Yorkers lives below the federal poverty line. Last year, my Commission for Economic Opportunity came up with new strategies to help thousands of poor New Yorkers—many of them hard-working families—climb out of poverty for good. And we recently committed more than \$150 million annually to turn many of those recommendations into sound practices and policy.

The Annual MLK Day of Service, run by City Year and the Mayor's Volunteer Center is a day of tribute to Martin Luther King. Hundreds of young volunteers will use the day off to give back by repainting public schools and cleaning up a community center in Bedford Stuyvesant. What a great tribute to Dr. King's spirit, who showed us that we all have a duty to make the American dream a reality and that "the time is always ripe to do right." #

## Reading Reform Foundation Honors New York City Councilmember Gale A. Brewer

Reading Reform Foundation of New York, a nonprofit literacy organization now in its 25th year of training teachers to better teach reading, spelling and writing using multisensory phonics-based techniques, honored New York City Councilmember Gale A. Brewer (District 6) at a recent breakfast celebration, for her commitment to education. Reading Reform's founding trustee Sandra Priest Rose and Manhattan Borough President Scott Stringer offered congratulatory remarks. Other guests included City Council members Maria del Carmen Arroyo (District 17); Daniel R. Garodnick (District 4); Esther Klein Friedman, director, office of Intervention Services, New York City Department of Education; Martine Guerrier, Brooklyn representative to the Department of Education; New York City public school principals and administrators, and members of the Reading Reform Foundation Board of Trustees, members and teaching consultants.

Reading Reform President Louise Arias read aloud a citation, recognizing Brewer's "diligence, careful study of a wide range of areas of need, and energetic, hard work as a member of the New York City Council. She is readily available to her constituents in Clinton and on the Upper West Side to whom she listens with thoughtful understanding." In addition to her City Council work, Brewer has served on over two dozen neighborhood and non-profit boards and has taught urban policy at many colleges. Her interest in education extends from early to higher education.



(L-R): Manhattan Borough President Scott Stringer, Council member Maria del Carmen Arroyo (district 17), Sandra Priest Rose, founding trustee of Reading Reform, honoree Gale Brewer, and Daniel R. Garodnick (district 4).

Sandra Priest Rose briefly described the work of Reading Reform. "We are in 95 classrooms, 21 schools throughout the city," she said. "What distinguishes us from other literacy organizations is the amount of time we spend with a teacher and a class—twice each week, totaling almost sixty hours over the course of a school year. Plus, we charge only 20% of our costs and knock ourselves out raising the other 80%!"

This year alone, 98 New York teachers were trained by Reading Reform, and 2,700 students benefited from these teachers. As one Manhattan principal observed, "Never before have my students taken such an active role in their learning to read...My only regret is that I did not adopt the program sooner." Reading Reform's major fundraiser, honoring Wynton Marsalis and featuring a performance by Marsalis and the Jazz at Lincoln Center Orchestra, will take place Thursday, April 26. For more information call (212) 307-7320, or visit [www.readingreformny.org](http://www.readingreformny.org) #

## NEW MEDICAL SCHOOL OPENS IN HARLEM

By SYBIL MAIMIN

The Harlem renaissance continues! The opening of a College of Osteopathic Medicine (TOUROCOM) on 125th St., across from the Apollo Theater, was announced, with much excitement and anticipation, by Touro College, the fast growing, multi-campus educational institution founded in 1971. Representatives of numerous government and local community organizations applauded the news. The Harlem location is intended to increase the number of minority physicians (an increasingly small group) and improve medical care in an underserved area. Dr. Bernard Lander, dynamic and legendary founder of Touro, has a long-time interest in Harlem. The spunky, white-haired visionary with a background as sociologist, educator, and rabbi, was on Mayor Fiorello LaGuardia's 1944 Committee on Unity which became the city's first Commission on Human Rights. He served on the federal commission that established the "War on Poverty," and has been consultant and committee member on numerous initiatives to help troubled youth. The new medical facility fulfills "a dream and commitment," he said. A College of Pharmacy will be added in 2008. To address the problem of "an insufficient number of black and Hispanic men and women in medicine," he also announced plans to establish a college of science in Harlem to "inspire and prepare local youngsters for careers in science and medicine."

The osteopathic facility, the first new medical school to be approved in New York State in over thirty years, was subjected to a rigorous accreditation process. Dr. Jay Sexter, proud CEO of the new college, explained that recently elected lieutenant-governor David Patterson was a crucial early supporter. Citing his knowledge of Lander's early work in human rights, Patterson said, "I knew this was the right institution to bring a medical school to this community." Patterson announced that \$100 million in Governor Elliot Spitzer's proposed budget will be dedicated to medical research. Touro plans to include research facilities in the 125th St. location with projects that will benefit the community. Kenneth Knuckles, president and CEO of the Upper Manhattan Empowerment Zone, which has loaned \$4.7 million for the school, spoke of its potential to "break the cycle of poverty in this community." Citing the challenges facing the new college, Dr. Daniel



Third from left front: Founder Dr. Bernard Lander

Laroche, president of the Empire State Medical Association, which represents minority physicians, noted that very few minorities are among the more than 800 applicants for the 125 spots in the first class. Mindful of this problem, Touro has an ambitious, long-term program with elementary, junior, and high schools in the area to encourage interest in and preparation for work in the sciences. It is necessary to change a culture and mindset, explained Laroche, and get word out that few make it as professional basketball players, but the lifestyle of MD's can be very pleasant. In collaboration with Harlem Hospital's public health program, Touro is co-sponsoring Project Aspire to encourage health field aspirations among the young. Dr. Deborah Williams, a physician who has joined the faculty of the new college, spoke of being one of six blacks in a class of 100 in medical school. "This is terribly exciting," she said. "It is a tremendous opportunity to address increasing minority participation and representation in medical education and in the health care field overall. Other institutions have attempted it, but I think this is the first time it is not an attempt, but a mandate, a mission."

Osteopathic medicine is a holistic approach that embraces a whole person philosophy. Osteopathic physicians are awarded a D.O. (Doctor of Osteopathy) degree after four years of the same basic education as M.D.s including classroom work and clinical rotations. In addition, they receive extensive training in manipulative techniques and diagnoses. Hospital residencies are in specialties ranging from pediatrics to neurosurgery. Osteopaths frequently go into primary care medicine; graduates of the new facility will be encouraged to live and work in Harlem. TOUROCOM is the country's twenty-fourth school of osteopathic medicine and the second in New York State.#

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