

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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## GUEST EDITORIAL



## School Meal Lines Shouldn't Be Trash Lines

By STATE SENATOR LIZ KRUEGER

A lot of unnecessary waste works its way through our school system on a daily basis, particularly at breakfast and lunchtime. A stunning 4 million Styrofoam trays get thrown away every week in NYC schools, and that's not even considering all of the plastic and Styrofoam plates, cups, and cutlery. All that garbage will be carted out of the cafeteria, trucked through City streets, loaded onto barges, and shipped to distant landfills.

This model is extremely costly, damaging to the environment, and lacks the kind of long-term socially responsible vision we should be instilling in our children.

According to the Hamilton College Climate Change and Environmental Issues Youth Poll, over 80 percent of high school students believe we "must consider the impact that our actions will have for the welfare of future generations." Despite the overwhelming concern they have for our environment, the poll also found that the vast majority are not learning what steps they can take in their own lives.

I have introduced a bill in the State Senate (with a "same-as" bill in the Assembly) that would ban the use of Styrofoam in the food service industry, including our schools. The U.S. Environmental Protection Agency (EPA) has stated that that Styrofoam "can have serious impacts on human health, wildlife, and the aquatic environment." One of Styrofoam's components, styrene, also happens to be a known hazardous substance suspected as a carcinogen and neurotoxin. And did I mention that it takes 500 years to biodegrade?

But banning one product is not enough. Many schools do not have the capacity to store, use, and wash reusable dishes, and the NYS Department of Environmental Conservation (DEC) found that each family who sends their child to school with bag lunches can create up to 90 pounds of extra waste every year.

I challenge schools to take the lead, change the way we think, and capitalize on new opportunities available to them, including the growing environmentally preferable bioplastics industry.

Bioplastics are made from renewable and sustainable sources like sugarcane, corn, and soybeans that are made into trays, plates, forks, knives, cups, straw...and even garbage bags. Think about that—every bit of waste a school cafeteria creates can be biodegradable and compostable. San Francisco's public school system has switched entirely to bioplastics, and utilizes that City's composting system to save money. Though NYC may not have the same composting options, the sheer size of our school system provides an unparalleled opportunity to decrease the use of environmentally damaging products while also decreasing our huge solid waste problems.

The NYC school system and the Department of Sanitation should work together to conduct a full cost-benefit analysis of the costs and savings of switching to bioplastics, including decreased costs of handling and trucking that waste to garbage heaven (better known as Pennsylvania). This analysis should also incorporate examining new models of energy conservation, the use of non-toxic cleaning materials, and the implementation of a school system recycling program.

Earth Day this April is a great motivator, and would be an excellent goal by which to develop a plan for our school system.

Our schools should lead by example so that our students do not miss out on a great opportunity to understand and internalize socially responsible actions—actions that will stick with them the rest of their lives. To get our arms around an unsustainable waste stream and a changing climate, we need vision from our School administrators, and for our children to do better than we have so far. #

Bonnie Kaiser, Ph.D., Director, Precollege Program, Rockefeller University; Harold Koplewicz, M.D., Founder & Director, NYU Child Study Center; Ernest Logan, Pres., CSA; Cecilia McCarton, M.D., Dir., The McCarton Center; Eric Nadelstern, CEO, Empowerment Schools, NYC; Alfred S. Posamentier, Ph.D., Dean, School of Education, CCNY; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch, Chair, Center for Arts Education

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## THE DEAN'S COLUMN



## Averting a Crisis in Mathematics Instruction

By DR. ALFRED S. POSAMENTIER

As if mathematics teachers did not have enough to worry about with the constant focus on their students' performance on standardized tests—further exacerbated by the No Child Left Behind law—beginning September 2008 New York City high schools will be introducing a new geometry course which is part of the New York State mathematics standards initiative. Instituting a new geometry course would not be a problem for teachers in any of the other 49 states, where geometry has been taught consistently for the past century. However, some twenty years ago New York City (and several years before that, the rest of the state of New York) dropped the Tenth-Year Mathematics course (as the geometry course was then called) in favor of a sequential mathematics course which was a rough attempt to integrate the previous three courses of algebra, geometry and eleventh-year mathematics (which was a combination of second year algebra and trigonometry). Couple this with the fact that the majority of math teachers in New York City have less than four years of teaching experience and you find that there will be many relatively inexperienced teachers faced with teaching a course—geometry—which they have not even studied as a high school student. (It should also be noted that most math majors do not take a course in Euclidean geometry as a part of today's university curricula.) It was bad enough in the "good-old days" when most math teachers—even the better ones—did not study geometry beyond the course that they were teaching. Imagine now teaching a course on Shakespeare, having read none of Shakespeare's works beyond Julius Caesar.

The problem that the schools in New York City will be facing next fall is not only providing teachers of the new geometry course with the content that they will be teaching—as well as the appropriate supporting material—but also making them aware of some of the subtle differ-

ences between the new geometry standards and the geometry topics they taught as part of the sequential-math sequence. Even the more experienced teachers, who can recall having taught the Tenth-Year Mathematics course will notice differences in emphasis on such things as the forms of writing geometric proofs and the enhancement of topics such as transformations in geometry and three-dimensional geometry. Having served as a member of the New York State Math Standards Commission, which prepared the new standards, I am particularly sensitive to the need to prepare our teachers appropriately.

These are not overwhelming challenges for any properly prepared math teacher, yet they deserve special attention well before the fall 2008 school-year begins. Take this as a wake-up call to begin intensive in-service training throughout the city so that teachers can gear up gradually, appropriately and in a meaningful manner. We at the City College of New York take this problem seriously and are trying to do whatever we can to meet the city's needs in this regard. We are using generous funding from the Carroll and Milton Petrie Foundation to prepare mathematics supervisors and coaches at the high school level to be able to prepare teachers to meet the challenges in geometry in time for the next academic year. I hope other schools of education as well as the Department of Education will support other such efforts. CCNY cannot—and should not—be alone in this effort. With additional support we could broaden our efforts as well and help make a smooth transition to this new course, thereby preserving the excellent teaching of this most important subject! #

*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.*

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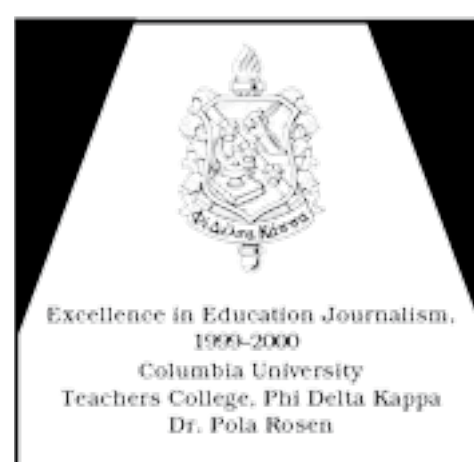
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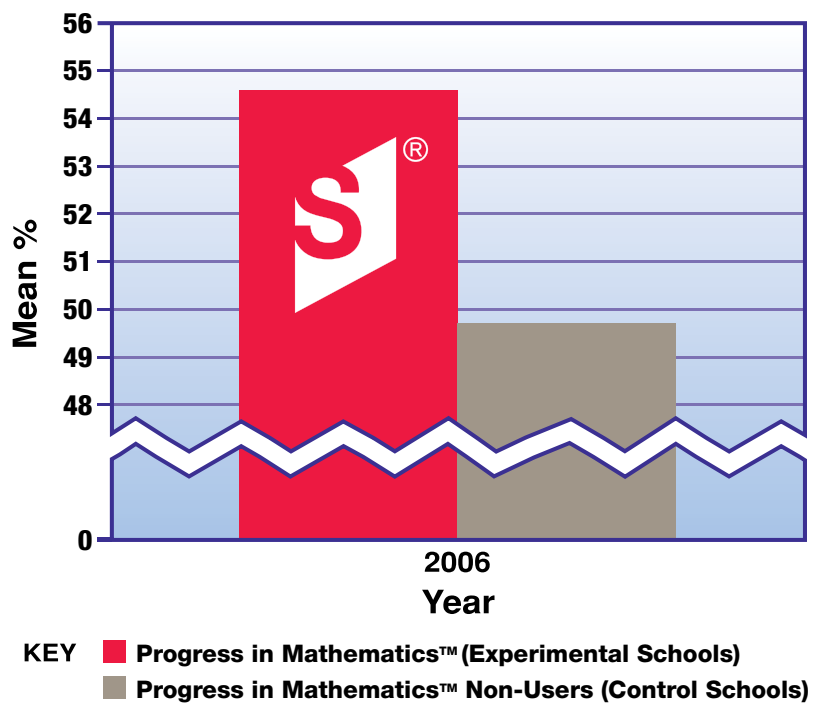
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## READING PROCESS DECODED AT LINDAMOOD-BELL

By SYBIL MAIMIN

With 41 learning centers across the US, one in London, and additional facilities planned, Lindamood-Bell, which offers training in the sensory-cognitive processes necessary for successful reading and comprehension, is clearly doing something right. In a live video presentation to all its centers, co-founder Nanci Bell explained the history, methodology, and implementation of the Lindamood-Bell learning process. She noted the US has 6,500,000 learning disabled students and spends \$70 to \$80 billion annually for special education classes that teach reading. The efforts are often unsuccessful; in some low-income urban areas, 70% of fourth graders cannot read. The popular phonics or word recognition approaches do not always work.

The Lindamood-Bell method involves integration of the auditory and visual components of reading, or Dual Coding Theory (DCT). Imagery is a key tool; students are taught to stimulate and apply visualization, the silent partner of language. Concept imagery is dynamic and symbol imagery is static. Another emphasis is analytical versus global reading. Analytical readers focus on every word while global readers seek contextual information. The Globals have a better chance at comprehension. Many students can read words, or decode texts, but have no understanding of content. Symptoms of weak concept imagery include difficulty following directions, grasping humor, expressing language orally or in writing, interpreting social situations, paying attention, and staying focused.

Bell quotes several illustrious thinkers who echo her advocacy of visualization. In ancient times, Aristotle maintained, "Man cannot think without mental images. In the 12th century, Thomas Aquinas said, "Man's mind cannot understand thoughts without images." Our own century's Albert Einstein quipped, "If I can't picture it, I can't understand it." The Lindamood-Bell model has been implemented in hundreds of schools with positive results. In a low-income district in Pueblo, Colorado, where staff was given professional development workshops, the number of special education students dropped by 30 percent. The Pueblo model is now being replicated in the Dillingham Elementary School in Alaska. Gains in the largely Hispanic Olive Elementary School in California top those of similar schools in the state. Intensive interventions brought to Navaho Nation schools in



Jennifer Egan

Gallup, NM have produced increases in comprehension and vocabulary.

Lindamood-Bell is an intensive one-on-one process. Following diagnostic testing and evaluation, a student is placed in a one hour a day, five day a week program that typically lasts four to six months. More intensive instruction could involve four hours a day, five days a week and last six to eight weeks. Four hour a day, six-week summer programs are also available. A public school parent from Queens who enrolled her third-grade son for two summers, reports, "He improved so much. His self-confidence improved. His teachers noticed a difference when he returned to school." Upon her request, the mother received instructions about follow up and doing visualizing exercises with her son. A range of professional workshops are offered. Janet Dierbeck, an educational therapist, took a visualizing and verbalizing class at the Center and reports, "It gave me the tools to help the kids think about what they were reading in a different way. If they don't have that ability, they don't comprehend even simple material. They can read the words but have no idea what they are reading."

"We teach students how they learn. No one else is doing it," explains Jennifer Egan, director of the New York City Center. The program and progress of every student at the Center is documented. Nevertheless more research is needed. Is language comprehension related to environment, genetics, or culture? Bell proposes establishment of a Society for the Study of Language Comprehension. Egan finds the proposal "exciting," saying "It will bring the kind of attention to comprehension that the International Dyslexia Association (IDA) brought to dyslexia." #

## The Only Integrated Preschool in NYC for Children with Vision Impairment

Lighthouse's International President and CEO Tara A. Cortes, RN, PhD. IBM VP of Corporate Citizenship and President of the IBM Foundation Stan Litow conducted a tour of the Center's new IBM Young Explorers. They saw how 4 and 5 year old children who are visually impaired are learning computers side by side with those who are sighted. The School is the only integrated Universal Pre-Kindergarten Program in the greater New York metropolitan area for children with vision loss.

Equipped with the latest educational software for preschoolers, the 6 Young Explorers playstations (which were donated by IBM's KidSmart Early Learning Program at the beginning of the fall semester) have features that make them accessible to children with impaired vision—and fun for all. Accessible software enables teachers to increase the point size of text, change the color scheme to enhance contrast and magnify pictures on the screen to adjust to a student's visual needs. In addition, the child-size mouse lights up, and teachers can adapt letters on the keyboard for students who are learning Braille. Computer technology adds another dimension to the already multi-media Lighthouse curriculum, which pro-

motes learning through visual, tactile, audio and other sensory methods.

"Young Explorers help foster early literacy, math, science and socialization skills, reinforcing our teacher lesson plans for children between 3 and 5 years old," says Greg Santamoor, Principal of the Lighthouse Child Development Center. "It's wonderful to see a student who is sighted alongside a classmate with vision loss in the Young Explorers seat specially designed for two. They learn from—and assist—each other. All of these elements enrich the educational experience and help prepare our students to move on to Kindergarten or specialized programs. We are grateful to IBM for generously donating Young Explorers to our preschool." The brightly colored computer playstations, designed by IBM and the Little Tykes toy company, draw children in, help them focus and motivate them to learn at a critical stage in their development.

"My students rush into the classroom each day eagerly asking when they can use the computer. They love using the Young Explorer—and it's a valuable interactive teaching and evaluation tool for me," says Regina D'Ambrosio, Early Childhood Teacher. "The printer attachment is

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

### KIDS AND ALLOWANCES

By GLENN S. HIRSCH, M.D.



When my children were growing up, I found the topic of money and spending a difficult one to navigate with them. Yet it is critically important because kids are really big spenders. Industry, well aware of

their spending power, has increased advertising to children and adolescents during the last decade, and currently spends more than \$14 billion a year on marketing aimed at children. The average American child sees more than 40,000 commercials a year on television alone, most of which instill a desire for a product.

Parents can counter this deluge of commercialism by instilling values and using everyday life experiences to teach their children about money. Let kids know your personal values about how to save, make money grow, and how to spend wisely. Help children learn the difference between what they need and what they want; kids should know that every wish cannot be granted. By age 6 to 9 children can learn to read labels, be critical of false claims, and comparison shop. Parents can make shopping lists, take children to the supermarket and other stores and have them compare different prices, then gradually phase in other experiences and prepare kids for managing an allowance.

Allowances provide hands-on experience in learning how to allot resources, make decisions, and understand the advantages of saving.

When to start? Experts state that 7 or 8 years of age, when children are also learning about money in school, is a reasonable time to start an allowance, and then adjust it up or down.

Keep the agreement simple and clear. Kids know that they get a specific amount of money on a regular basis and know that they pay for certain expenses, as agreed upon by themselves and their parents. For example, kids can pay for discretionary things, such as their extra toy purchases, movies, and, as they get older, gifts, text messaging, etc. Being in charge of their own money enables children to make decisions and to learn from mistakes. When kids actually have to hand out cash, they learn first hand about how to manage money – how much to spend and how much to save.

Decide on an amount. Experts recommend a formula of \$1 per week for every year of age. A survey reported by Kiplinger.com notes that the amount most frequently cited for age groups between ages 6 and 17 was \$5 to \$9 per week, followed by \$10 to \$19 a week. Some parents start with an allowance based on a figure which is half of a child's age.

Should allowances be attached to chores? Most experts advise parents not to link chores to allowance, but this is a personal choice. Some parents choose to pay children for chores on a per job basis, such as mowing the lawn. If part of the allowance is designated for saving, open a bank account so the child can keep track of his/her money.

Do allowances work? If parents believe in it and stick with it, the system works. #

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

## EDUCATION UPDATE

### Outstanding Educators of the Year June 2008 event at the Harvard Club.

Principals nominate teachers;  
superintendents nominate principals,  
asst. principals & administrators on our website:  
[www.educationupdate.com/awards](http://www.educationupdate.com/awards)

particularly helpful if a student has difficulty seeing the monitor. I can print out an image and add texture to the hard copy, providing tactile information that extends the two-dimensional learning experience into a three-dimensional one."

Integrating accessible technology into the classroom extends Lighthouse International's early child development resources and services to the youngest members of our community. "Through the KidSmart program, IBM has donated more than 40,000 KidSmart learning centers around the world and millions of children have used them," said Stanley Litow, VP of Corporate Citizenship and President of the IBM International Foundation. "Bank Street College conducted an evaluation of the program and found outstanding results. It's important to make this kind of technology accessible to every child in today's digital world."

According to Public Advocate Betsy Gotbaum who toured the Child Development Center with Mr. Litow, "Kids face a lot of challenges in the classroom, and getting them excited about learning is half the battle. New classroom tools not only help teachers better meet the needs of their students and breakdown barriers for children,

but they make learning fun. We should continue to integrate accessible technology into the classroom and promote this kind of collaborative and imaginative thinking that will make for a better future for all our children."

Lighthouse International's Child Development Center serves children from birth to age 5 through an Early Intervention Program, which helps infants born with impaired vision reach important developmental milestones; and the integrated preschool, a unique setting designed to meet the individual educational needs of children with and without vision loss.

Founded in 1905, Lighthouse International is a leading non-profit organization dedicated to preserving vision and to providing critically needed healthcare services to help people of all ages overcome the challenges of vision loss. Through services, education, research and advocacy, the Lighthouse enables people with low vision and blindness to enjoy safe, independent and productive lives. For more information about vision loss, its causes and what you can do about it, contact Lighthouse International at 1-800-829-0500 or visit [www.lighthouse.org](http://www.lighthouse.org). #





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## ITALIAN

Lago del Bosco • Blairstown, NJ



### YOUTH SUMMER PROGRAMS IN NEW JERSEY

Last summer, more than 400 youth from New York, New Jersey and Connecticut learned more about the languages and cultures of the world at our Language Villages in Minnesota and Georgia. We offer Arabic, Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish and Swedish. It's the fun of summer camp and the excitement of visiting another country!

Youth Immersion	Dates	Ages
two week	Aug 4-16, 2008	8-14
one week	Aug 18-23, 2008	7-11



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### SUMMER FUN



## New Leaders for New Schools

New Leaders for New Schools is a national nonprofit organization that recruits extremely talented individuals to become urban public school principals. Through a combination of rigorous coursework delivered by nationally recognized experts, a full-time year-long paid residency with a strong mentor principal and leadership coaching, New Leaders get unique preparation to enter the urban principal ship. At the end of the year, New Leaders for New Schools helps place participants in urban public schools and provide them with ongoing support, networking, and a lifelong community of peers. New Leaders currently has 431 leaders serving more than 200,000 students in Baltimore, California's Bay Area, Chicago, Memphis, New York City, Washington, DC, Milwaukee, New Orleans and Prince George's County. Here in New York City, there are 74 New Leaders impacting the lives of approximately 37,000 students. Additional information about New Leaders for New Schools can be found on the website: [www.nlns.org](http://www.nlns.org).

New Leaders for New Schools strives to build the next generation of exceptional school leaders who will ensure that every child achieves academic excellence. Once accepted into the New Leaders for New Schools program, participants partake in an intensive three year program that involves 3 major components: Summer Foundations, the Residency Year, and ongoing support and leadership.

During Summer Foundations participants complete a rigorous five-week training institute with New Leaders from across the nation. Taught by outstanding educators and national education and business leaders, the program focuses

on developing instructional and organizational leadership skills.

Throughout the Residency Year participants complete a yearlong, full-time, paid residency in an urban public school working alongside a mentor principal. New York City participants are employees of the Department of Education and receive salaries and health benefits equivalent to assistant principals. With the support of a coach, residents are full members of school leadership teams and are directly responsible for raising student achievement and leading teachers. The residency year also includes intensive, academic studies that further develop leadership skills.

New Leaders receive job search support and are supported by mentors, coaches, and the entire New Leaders Community for the first two years as a principal. New Leaders actively participate in a national, life-long network of peers who support one another and share tools and promising practices. New Leaders benefit from continual feedback, support, and exchange of best practices from the New Leaders network. As a national movement for educational excellence, New Leaders make a long-term commitment to transform urban public education.

All applicants must possess a minimum of 3 years of full-time K-12 classroom teaching experience. All applicants must also meet our rigorous Selection Criteria available for your review at [www.nlns.org](http://www.nlns.org).

All applications must be submitted online at [www.nlns.org](http://www.nlns.org) by the Final Deadline February 28, 2008. For more information, please visit our website, email us at [newyorkinfo@nlns.org](mailto:newyorkinfo@nlns.org) or call (646) 792-1067 #

## Concordia Language Villages 2008

Concordia Language Villages, a non-profit organization sponsored by Concordia College, Moorhead, Minn., now offers 15 languages each summer to nearly 6000 youth between the ages of 7 and 18. Villagers and staff come from all 50 states and more than 40 countries for one-, two- or four-week sessions at sites located in Minnesota and Georgia and, starting in 2008, New Jersey. In addition, the Language Villages offers programs in language and cultural immersion for an additional 5000 adults, teachers, school groups, and families in Village Weekends during the academic year.

The Language Villages provides a place where similarly motivated children interested in learning new languages and more about the world can enjoy intellectual challenges combined with fun, culturally authentic, and old-fashioned summer camp activities that expand interpersonal abilities and build social confidence. Older students can earn high school credit in 13 of the world languages offered at the Villages. The setting of the Villages provides for healthy outdoor activities where everyone is included.

### New in 2008—Lago del Bosco comes to New Jersey

The Lago del Bosco site in Blairstown, New Jersey, the first of any Language Village on the East Coast, will welcome villagers in summer 2008. Young people ages 7-14 will be able to attend one- and two-week sessions.

Lago del Bosco, translated as "lake of the woods," first opened in 2003 in Minnesota—the home of Concordia Language Villages. Participants, called "villagers," will study Italian

language and culture in a relaxed immersion environment where they learn by "living the language." The camp is appropriate for participants with any level of Italian language proficiency, including beginners with no prior knowledge. Villagers, participating in authentic cultural activities, cook Italian dishes, play bocce ball and roverino, make masks, and learn about Italian music and folk tales—all in Italian.

*"Benvenuto, Lago del Bosco! We welcome the opening of the Italian Language Village in Blairstown, New Jersey, in August 2008! My two children are former villagers, and they are delighted to see the opening of the NE location. Bravo, Lago del Bosco!"—Margaret Cuomo Maier, M.D.*

### Glimpse into Concordia's New Master of Education in World Language Instruction

The first cohort of the joint Concordia Language Villages—Concordia College Master of Education in World Language Instruction program is thriving in its second fully on-line course taught by Viann Pederson and Gay Rawson. Thanks to "Wimba Live Classroom," regular virtual class meetings allow students and instructors to see, hear, and interact with each other. These seven students from diverse geographic locations, backgrounds, and language education fields have developed exceptional classroom activities, implementing cutting-edge technology and immersion methodology.

For registration or employment information, please visit [www.ConcordiaLanguageVillages.org](http://www.ConcordiaLanguageVillages.org), call 1-800-222-4750, or e-mail [clv@cord.edu](mailto:clv@cord.edu) #

## LYCÉE FRANÇAIS SUMMER CAMP

The Lycée Français de New York will host its annual Summer Camp from June 23rd to July 25th, 2008. The LFNYS Summer Camp is a bilingual camp welcoming nursery through 5th grade students. It focuses on both physical activities and academics. It is a chance for students to gain skills in the French and English languages through school based activities, field trips and special events: arts, cooking, music, going to the pool, shows, nap, recess...and even more! Students will be also using the LFNYS great

facilities located on the Upper East Side: well-equipped classrooms, two big gymnasiums, gross motor room, computer lab, library, cafeteria, an outdoor playground, and the auditorium.

Parents can choose to sign-up for 1 to 5 weeks and prices range from \$600 to \$2600. Registration may be completed online at [www.lfny.org](http://www.lfny.org). The registration fee and a deposit are due before March 15, 2008. For more information, please contact our Camp Director, Amy Zuflacht at (212) 439 3825.



# A FORCE FOR BRITISH STYLE BAND MUSIC AT KING'S POINT

By JOAN BAUM, Ph.D.

Captain Kenneth R. Force, Director of Music and leader for 37 years of the Regimental Band of the United States Merchant Marine Academy is a force of human nature. Long before coming to the Academy he was a champion of bands, British Regimental bands in particular. A stand-up comedian—when not sitting for an interview—Captain Force delivers one-liners, accents and all, and thoughtful, impassioned musings about music and his total love of British bands—“I can hear one a mile away.” He thinks bands can serve in significant ways to introduce youngsters to music, particularly those who come from less privileged homes, instill in all students music appreciation, and, by way of their studying a band instrument, help them acquire habits of focus and discipline. A band, by the way, as distinct from an orchestra, is a musical group usually comprising brass, percussion and woodwinds, designed for open-air and marching performances.

One of Captain Force's fondest memories is of the excitement he generated at Port Chester High School, in Westchester County when he was Band Director there. His students wound up playing in the Rose Bowl Parade, a six-and-a-half mile route that no doubt proved challenging for those carrying 60-pound tubas. Never let it be said, however, that coincidence does not at times determine fate. Among the visitors to the Rose Bowl that year was a benefactor of the Merchant Marine Academy, and he invited Force to come aboard. He did, and the rest is history: Force took an existing band and made it into “a company”; he took the company and gave it cachet.

His lament these days is the diminished presence of instruments in the NYC public schools. It's not enough to have professional groups drop in and let students touch their instruments. It's a “tragedy,” he says, that watching and listening have replaced hands-on learning. “I don't care

if it's underwater basket weaving,” kids need to be directly involved; coaches know that. “A country's soul is told by its arts.” Music unifies classes, ethnicities, and nations.

Who knew, he reminisces, that when he entered Sophie A.M. Smith's P.S. 115's third-grade classroom a long time ago (“what did that A.M. stand for?”), and saw the only two pictures on the wall—Arturo Toscanini and Marian Anderson—that the moment would be a defining one for him, though only later, in the late '50s, when he was soloing on cornet with the First U.S. Army Band on Governor's Island in New York Harbor, did he have his “epiphany.” A British band had arrived to play with the Army band—pith helmets and all. That sound, that look! “That was my moment.” But it was a moment he was prepared for.

Kenneth Force had picked up the trumpet on his own as a kid and impressed a lot of pros, including Merle Evans (d.1987) bandmaster for 50 years for the Ringling Bros. and Barnum & Bailey Circus Band—the “Toscanini of the Big Top.” Force was offered numerous prestigious positions, among them being first trumpet with the Radio City Music Hall Orchestra. He received his bandsman's diploma from the U.S. Naval School of Music in Washington, D.C. and after his stint with the Army, including being Bandmaster for the 42nd Infantry (Rainbow) Division Band, went on to study at the Manhattan School of Music, from which he received a Professional Diploma. Conservatories hate two words, he says with a laugh: “Tchaikovsky” and “bands.”

Unlike other service bands, which include professional musicians, King's Point Merchant Marine Academy band members are all midshipmen. So what's so special about British Regimental bands? Better instruments, Force says without a moment's hesitation, better tone (“400 years of tradition, here”), and a distinctive way of playing. The Salvation Army, he points out,



Captain Kenneth R. Force, USMC, Director of Music

has always been a British band (maybe Jean Simmons, the film star of “Guys and Dolls” knew that).

In 2004 Kenneth Force was elected to honorary membership in the American Bandmasters Association, founded by John Philip Sousa and Edwin Franko Goldman. He serves as president of the Board of Directors for the Goldman Memorial Band at Damrosch Park. And, of course, he continues teaching and composing (check out his CDs!). He's already at work writing “The First Man March,” he notes, though he wonders, with typical Force humor, if he should call it “The Significant Other March.” #

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## UNION PRESIDENTS SPEAK

ERNEST LOGAN — CSA

A WARMING TREND DESPITE  
COLD ECONOMIC REALITYBy ERNEST  
LOGAN

It was cold in Albany as I listened to Gov. Eliot Spitzer deliver his State of the State address early last month, but I was warmed by his words as he outlined his efforts to temper the

effects of an increasingly troubled economy on his commitment to education. Two weeks later, he proposed an increase in state aid of \$1.46 billion, the largest increase in history.

So it was with shock that I received the news late in January that the Department of Education had unilaterally decided to cut all school budgets by 1.75 percent, pulling the money from Principals' budgets, and leaving school leaders to sort out the chaos of this mid-year change. (Let's see.... to save \$50,000, I can eliminate my art program, but who's going to watch those kids during Periods 2, 5 and 7 every day, and how will I pay them? Guess I'll have to cut the after-school program instead).

I understand that the city is facing financial difficulties. I understand that budgets need to be balanced. I do not understand how the city forged ahead with millions of dollars worth of testing initiatives and data-gathering initiatives as well as paying business consultants millions of dollars to evaluate the school system's financial health only to suddenly wake up and say, Gee, we're out of money. Guess the Principals will have to make some cuts. Didn't anyone look ahead and ask, "How are we going to continue funding these initiatives in tough times?" Did they really think the revenue balloon was going to float upwards forever?

Let me be clear: We will not go quietly into the night about these cuts. We will be asked to make suggestions and we will. For starters, how about cutting back on some of the testing programs? How about firing some of those business consultants, you know the ones who changed the bus routes midwinter last year to save money? How about emptying out the rubber rooms and putting some of our educators back to work? How about

spending less on foolish investigations and treating people with dignity and common sense?

A major highlight of Mr. Spitzer's proposed budget is an increase in universal pre-kindergarten funding by \$79 million. I hope the legislature sees eye-to-eye with the governor on this. Regardless of how much eventually flows from Albany, it is time for NYC, the Department of Education and the Administration for Children's Services (ACS) to fully use the money the city receives to strengthen early childhood education. It is simply unacceptable for the city to return funds to the state when many more NYC students could be, and need to be, served.

Meanwhile, ACS is closing "underutilized" community-based Day Care Centers while many of our public elementary schools can't accommodate the influx of students. Quite a paradox. But we need to stop having meetings to solve the problems of individual Day Care Centers, crisis by crisis, and develop a bold strategic plan. We don't want to force parents to return to the days when young children were kept in unregulated and rarely inspected neighbors' homes.

Frankly, one reason we are finally turning the corner on student achievement is because our students are arriving in first grade ready to learn. Our city-funded Day Care Centers provide a quality education with appropriate supervision in a safe environment designed to enhance the educational experience. Our Day Care supervisors are early childhood educators. Many have the qualifications to become DOE employees and run schools but resist the temptation to "cross the street" and earn more money because they are dedicated to the early childhood education school setting. The city needs more of these professionals, not fewer.

CSA has declared February Early Childhood Education month. Our theme: "Invest in New York's Future!" It's time to place these schools under one agency's umbrella. It's time we treated these centers as pre-schools. And it's time to pay these educated and credentialed supervisors a salary commensurate with their education and their experience.

*Ernest Logan is the president of the Council of School Supervisors and Administrators. #*

RANDI WEINGARTEN — UFT

## SCHOOL REPORT CARD RISKS

By RANDI  
WEINGARTEN

When making comparisons or judging the quality of goods or services, people often find it convenient to use letter grades because they can convey complex impressions quickly and

simply. Whether it's deciding which restaurant to visit, what city to live in or what car to buy, we seem to take some comfort and assurance in using rating systems to make informed choices.

New York City's elementary and secondary schools were not measured that way until this past November when the city Department of Education issued progress reports with letter grades to the city's 1,400 public schools. The intent is good because parents who rely on the quality of schools for the education of their children and taxpayers who bear the costs deserve fair, clear and accurate assessments of our public schools.

However, reducing a complex entity with varied components to a single letter grade is not a simple matter. Doing it fairly and accurately requires selecting the right indicators and factors, viewing them in the right context and weighing them carefully to make sure the assessment is balanced and correct. The new school progress reports show that finding the right recipe for grading schools is not easy, and the results, which seem to contradict each other in some cases, have left many New Yorkers confused.

Consider, for example, the case of the High School for Leadership and Public Service in Manhattan. The school is in good standing on New York State's latest accountability report, and it was rated "proficient" in the state's last two quality reviews. It has a 74 percent graduation rate, which is considerably better than the city-wide average of about 50 percent, and about 90 percent of its graduates go on to college. The school has the largest teacher mentoring program in the city, and it is run in conjunction with Syracuse University, which partners with the school to run a summer program exposing qualified 11th-graders from across the city to college level course work.

Despite these accomplishments, the school received a letter grade of "F" from the city for low student scores on Regents science and social studies exams and because it had not lowered its dropout rate from one year to the next.

This is one of many examples showing how the city's progress reports at times are simply not in sync with the state's grading system. A number of city schools considered by the state to be in good standing received poor or failing grades on the progress reports while nine schools listed as failing by the state received an A or B from the city.

There is no question that ratings can serve a purpose, and school progress reports can indeed provide useful data for parents, students and educators. But the city progress reports are somewhat akin to a car's global positioning system: It can tell you where you are, but it cannot tell you all the conditions on the ground that might affect how best to proceed.

The city Department of Education says the reports are intended to serve as accountability tools to expose schools that are performing

poorly. But what should happen next? Should we give up on these schools and abandon them? To that end, the city has announced plans to close several schools that received failing grades and more could follow in the next round.

In Florida, where this school grading system was created, the city of Miami groups its weakest schools into a School Improvement Zone and focuses resources and expertise on them. Years ago, New York City had a similar program called the Chancellor's District, but Chancellor Joel Klein opted to end it.

The greatest concern is that the progress reports rely too heavily on student scores on standardized tests. The reports stress student progress on the tests—which, in the abstract, is very constructive—instead of absolute scores. However, as a result, a school that improved its test scores but still continues to struggle academically can receive an A or B while a school with consistently great scores that have little room to improve can receive a failing grade.

This excessive focus on reading and math test scores encourages schools to spend even more time on test preparation to the exclusion of subjects that are not tested—such as music and art—and important learning activities such as class trips and physical education.

As we move forward, educators will press for changes in the progress reports to give more weight to learning conditions such as class size, school safety, access to advanced courses and the availability of enrichment activities. Chronically failing schools should certainly be held accountable, but closing or stigmatizing a school on the basis of a one-dimensional grade does far more harm than good.

To that end, the United Federation of Teachers, which represents the city's 100,000 public school educators, is putting its words into action. We are exploring alternative accountability systems that could reflect more accurately how our schools are faring. While this project is just getting started, we are hopeful we can improve on the city's grading system. In the meantime, if the union were to give a grade to the city's grading system it would have to be an I for incomplete with a notation: "Effort Acknowledged but Needs Improvement."

On that note, I want to take this opportunity to invite parents and the public to weigh in on this issue and other education matters in a series of forums the UFT has scheduled to evaluate the present school governance system and make recommendations for future governance before the 2009 sunset of mayoral control of city schools. Forums have already been held in Staten Island and Manhattan, and for more are scheduled next month for the other boroughs including a second one in Manhattan. The schedule is:

Thursday, February 7, 4 p.m., in The Bronx at the Bronx UFT Office, 2500 Halsey Street. Contact Hector Ruiz at 718-862-6074 for more information; Tuesday, February 12, 4:30 p.m., in Brooklyn at the Brooklyn UFT Office, 335 Adams Street, 24th Floor. Contact Armando Blasse at 718-852-4900; Wednesday, February 13, 6 p.m., in Manhattan at Middle School 104, 330 East 21st Street between First and Second Avenues. Contact Monique McCoy at 212-598-6835; and Thursday, February 28, 4 p.m. in Queens at the Queens UFT Office in Rego Park, 97-77 Queens Boulevard, 8th Floor. Contact Diane Ganz at 718-275-4400.

Please come and let your voice be heard!#

## FROM THE SUPERINTENDENT'S SEAT

## An Organized 2008

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

How are you doing on your New Year's resolutions? It's not too late to add another

one to the list, and this is one in which you can easily succeed. It's not willpower you need, it's just a commitment to get your lives and your children's schedules organized—and we'll give you some concrete ways to help.

Become a planner. A friend of mine has listed on her refrigerator the menus for dinners for the week. Imagine knowing in advance what you were going to make for dinner and actually having all the ingredients in the house at the time you need them. You can even make some meals ahead of time and freeze them. Even better, this same plan can be used for school lunches! Remember also, that take-out counts. Plan it for an evening that you're all too busy to sit down together.

Now imagine extending this planning to what your children will wear. Of course, this will work best with young children. But even

if you can convince your older children to do this planning and laying out of clothes on the night before, it will be a major time-saver in the morning. Longer term wardrobe planning can also be used for special attire days such as assemblies, scout uniform days, choral or band concerts, and on weekends, parties, sports events, and everything else that requires specific clothing to be worn. The idea is not to be caught on concert day all your son's white shirts crumpled in the bottom of the clothes hamper.

Are you and/or your children forgetful? Designate a location that all books, papers, homework assignments, and anything else needed for school or work are placed the night before. If you can't think of anyplace appropriate, take a trip to a container/home organization store and purchase something specifically for this purpose. A small shelf unit could work well. Make certain there is a separate space for each member of the family, and that you place it where everyone can reach it.

Nothing works quite as well in organizing as a large calendar. If you have not done so already, buy one of those big calendars with the spaces you can write in. Now, sit down with all

your individual school calendars, organization agendas, work agendas, sports schedules...and write in all events that you and your family members will be attending. If it's something that you need to prepare for, such as bringing in a homemade dessert for a school function, place a reminder a few days ahead of the event so that you have the task accomplished in time. Include

family and friends birthdays, too.

Now that you've taken the initiative to make 2008 an organized year, and the winter is at its coldest, it's also time to start planning ahead for what's around the corner: summer. Start researching summer programs for your children now. It will be time to make that decision before you know it. #





## PROFILES IN EDUCATION

## An Interview with Dr. Tony Bryk, New President of Carnegie Foundation



Dr. Tony Bryk

By JOAN BAUM, Ph.D.

It's clear that Anthony S. Bryk is not only "privileged" and "honored" to have been selected as the next president of one of the nation's oldest and most prestigious education institutions, The Carnegie Foundation for the Advancement of Teaching, a post he officially takes up in September 1—he's also delighted at the "challenge" to hasten urban school reform, particularly in regard to the integration of technology to foster and enhance teaching and learning.

Although all times are said to be critical for education, Dr. Bryk, whose doctorate is in measurement and statistics from the Harvard Graduate School of Education, is particularly pleased to be appointed at a "transformative" time for schools. He sees parallels between the turn of the 20th and 21st centuries. Both were times of major cultural, economic, and therefore educational change. As the 19th century ended, the country was moving away from being agricultural nation to being an industrial one. Now, of course, industry and manufacture have given way to communications and technology, a shift that has meant that schools not only ensure the acquisition of basic skills but focus on "knowledge-based" education. Both periods also share the fact of mass immigration, "major demographic change" that dramatically affects teaching and learning systems.

What are the core problems of our time? Bryk asks on behalf of the Foundation. How can Carnegie be an even more "fertile hub" to support the inquiry and suggest appropriate and efficient changes in policy and procedure to advance needed reform?

Though his previous work has largely focused on grades K-12, he is, in the words of Catharine R. Stimpson, vice chair of the Carnegie Board, "deeply aware" of the "profound connections among educational activities from preschool through postdoctoral education, and of the relations between U.S. and international education." Indeed, a particular trip to China in the mid '90s has stayed with him, Bryk says, having proved formative for his growing interest

in technology. What he saw in China then was a highly "sophisticated" education system in which technology served not only to promote the teaching of math but as a model for professional critique. The experience, "a haunting observation," convinced him that America must use its technology resources efficiently and effectively to help improve the way teachers do their work. In this regard, he has become a strong advocate of "multimedia records," a term he describes as the use of "common case materials" in teacher education. This means, for example, using video not just to show best practices, but also to show what students actually do in a classroom, how students respond to what the teachers have set out as their purpose. The idea is to analyze and evaluate the actual against a given ideal and to generate "conversations about practice."

Dr. Bryk comes to Carnegie with an impressive background which includes several awards for distinguished contributions to education and scholarship. Since 2004 he has held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University. Before that he was Marshall Field IV Professor of Urban Education in the sociology department at the University of Chicago and the founder of the university's Center for Urban School Improvement. His book, *Catholic Schools and the Common Good* (1993), has broad implications for all schools, he suggests, by showing the effectiveness of an academic organization centered on a core program that unites a diverse student body, and the benefits of a social organization that creates a powerful dynamic between students and adults.

The Carnegie Foundation dates to 1905, when it was established by Andrew Carnegie "to encourage, uphold, and dignify the profession of the teacher and the cause of higher education." Contrary to some impressions, Bryk points out, The Foundation is not a grant-making but an "operating" organization, focusing on policy studies, research programs and programmatic initiatives. [www.carnegiefoundation.org](http://www.carnegiefoundation.org)#

## An Interview with Vice Admiral Joseph D. Stewart, Merchant Marine Academy



Vice Admiral Joseph D. Stewart, USMS, Superintendent, Merchant Marine Academy

By JOAN BAUM, Ph.D.

Of the five United States service academies—the Army at West Point, the Navy at Annapolis, the Coast Guard in New London, CT, the Air Force in Colorado Springs—the U.S. Merchant Marine Academy (USMMA), located on 82 glorious acres in Kings Point, L.I., is perhaps the least understood, an irony, considering that it is so close to the city and that its authorization in 1936, its full accreditation as a degree-granting institution in 1949 and its designation in 1956 as a permanent federal academic institution signaled a deepening investment by the government in maritime education. Indeed, the Academy motto—*Acta Non Veba—Deeds, Not Words*—could not be more appropriate today, given the post 9/11 challenge to secure cargo and insure the swift delivery of vital military and commercial goods all over the world. Many people don't even realize that its 950 maritime students, called midshipmen (USMMA was the first federal academy to admit women to its Regiment), enter civil, not military, service. The cadets wear uniforms, but the Academy operates under the aegis of the Federal Department of Transportation. (Quick quiz: Who is the Secretary of the Department? [see below\*].

Vice Admiral Joseph D. Stewart, Superintendent of the Academy, explains how USMMA carries out its mission to provide future officers with rigorous training in the Regimental System, whether graduates look to careers at sea, in maritime companies ashore or "as commissioned officers in a reserve component of the U.S. Armed Forces of the National Oceanic and Atmospheric Administration." Sixty-eight percent of last year's class, for example, chose to sign up with a company or union and sail on merchant marine ships all over the world.

It is a glorious day outside the Admiral's office. He sits at his desk in the large white administration building, Wiley Hall, once the home of fashion designer Henri Bendel and then owned by Walter D. Chrysler, whose heirs sold it to the Maritime Commission in 1942. A couple of ships sit quietly in Manhasset Bay, vessels owned by U.S. companies, registered and operating under the American flag, and part of USMMA's fleet. Admiral Stewart is coming up on his tenth year. A graduate of the Naval Academy and retired from

the Marine Corps as a much-decorated Major General who served as Deputy Chief of Staff for Installations and Logistics in Washington, D.C. before coming to the Academy, Admiral Stewart had always been interested in education. He enjoys being around young people and loves math. In addition to his numerous executive duties at the Academy, he finds time every year to teach a course in pre-calculus, a subject vital to the education and training of midshipmen, whether they become deck or engineering officers. Deck officers are in charge of navigation, crew, passengers, cargo, customs and security; Engineering officers attend to a ship's mechanical systems. There were six majors at USMMA when Admiral Stewart arrived in 1998, and there are six majors now—he likes the steady state—three in marine engineering and three in marine transportation, including nautical science and business. The Admiral is particularly pleased with new emphases on technology.

Last year 279 cadets were accepted from a pool of 7,000 applicants. Why do students want to go to USMMA? As "corny" as it sounds, the Admiral replies, the young people say they want to serve their country. They come from every state in the union and U.S. trust territories and possessions, after having been recommended by their state congressmen. Of course, there's the free education, the lowest cost per student of all the service academies. Prospective applicants also know about USMMA's reputation in varsity sports (28 now), for men and women, and are attracted to an institution that competes in Division III of the National Collegiate Athletic Association. Where other service institutions typically offer four-years of on-campus work, USMMA has a (discontinuous) unique Sea Year curriculum. Cadets leave campus twice for extended tours of 100 days each, receiving \$732 a month in pay. The experience culminates in a Sea Project, "a massive correspondence course," that testifies to the practical expertise learned at sea. The opportunity to sail to foreign ports is exciting but not without attendant dangers in times of military conflict. Still, the Admiral takes great pride in what is said about the current crop of midshipmen—their intelligence, perseverance, and behavior.

\* Mary E. Peters. #

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**KENNEDY CHILD STUDY CENTER**

**Preschool Special Education Thrives in Manhattan & the Bronx**

By EMILY SHERWOOD,  
Ph.D.



**Peter Gorham, Exec. Dir.**

It's 3 PM on a frosty winter afternoon, pick-up time at the Manhattan site of the Kennedy Child Study Center (KCSC). The lobby of the century-old building on East 67th Street, stately from the outside in its architectural grandeur, but now showing the cracks and strains of age from within, is a maelstrom of frenetic activity. Parents are chatting animatedly on their way up the elevator to retrieve their progeny; the children, eager to be free after a long day of concentration, burst forth from their classrooms in a flurry of frenetic motion.

The day may be over for KCSC, a nonprofit agency dedicated to helping primarily low-income preschoolers who experience significant delays in learning and other areas of early childhood development, but there is still much more to be done to improve the lives of its young charges. Each day, the Center renews its commitment to provide a vast array of services to some of the city's neediest children. The services cover an impressive gamut, including: evaluation and diagnosis; multidisciplinary therapy to address deficiencies in physical, cognitive, communicative, social, emotional and adaptive development; one of the largest preschool education programs citywide, with locations in Manhattan and the Bronx; and respite care for families with the most severely disabled children up to the age of 13.

KSCS has come a long way in a half century. Founded in 1958 by the Archdiocese of New

York and later supported by a substantial grant from Rose and Joseph Kennedy (the Center is named after their late son, Joseph P. Kennedy, Jr.), KCSC was one of the first organizations in New York City to educate and advocate for children with mental retardation. "In those days, there was very little money and few services for the disabled," reflects executive director Peter Gorham, a visionary leader with decades of experience in nonprofit management under his belt. "A lot of families kept their disabled kids at home, sometimes till adulthood. They didn't go to school." As public schools began to assume more responsibility for educating the disabled, KCSC refocused its efforts on serving youngsters from birth to five years of age. The Center is now a model for early intervention and treatment of disabilities, operating under the well-established assumption that, with early professional attention and sustained therapeutic resources, children are more likely to gain the skills necessary to become productive adults. Among the Center's many success stories is Chris Burke, a 42-year-old man with Downs Syndrome who started with KCSC as a child and has since thrived professionally as an actor, writer, musician, and inspirational speaker. "He's our unofficial spokesman," says Gorham proudly. (Burke's mother, Marian, a longtime advocate for her son and other disabled youngsters, is a KCSC Board member.)

As KCSC looks ahead to its fiftieth anniversary

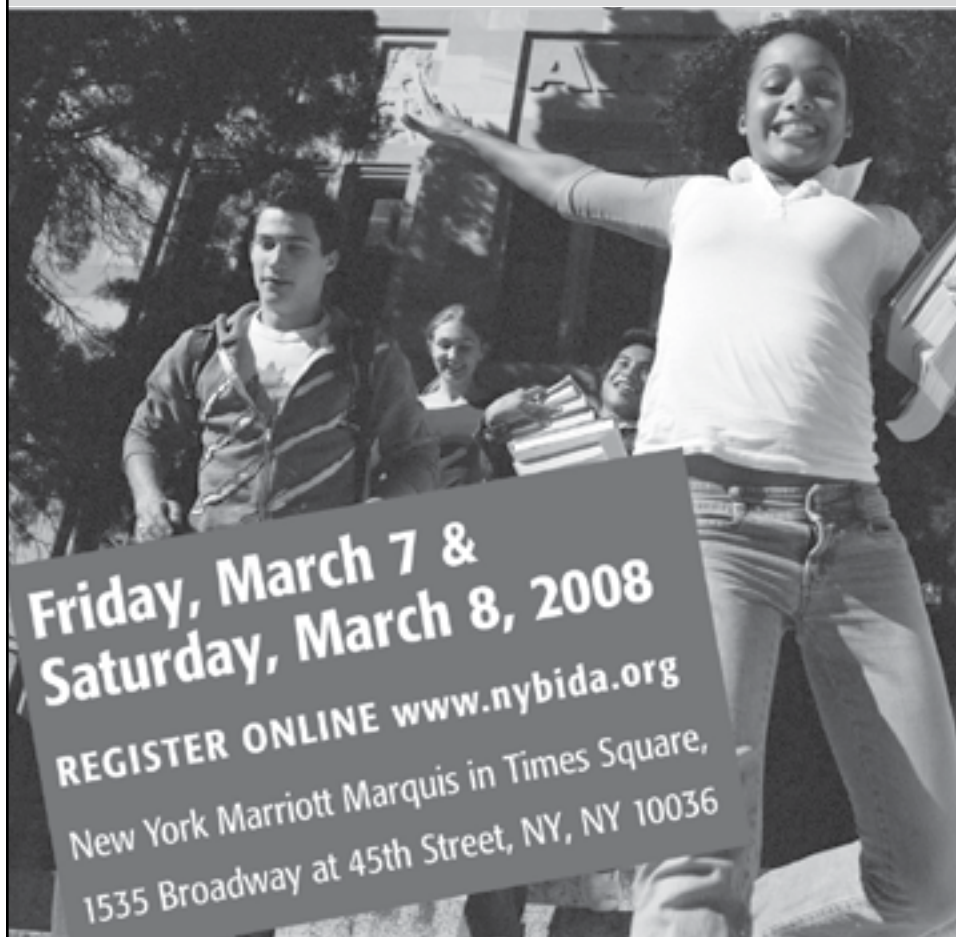
celebration next year, Gorham shares his wish list with Education Update. "Space is a problem," he states emphatically, discussing plans for expansion at the Bronx center and, if all goes well, ultimately relocating the Manhattan center to a larger space in Harlem: "I'd create a state of the art building, where all therapies would have enough room in the classroom and in pull-out areas," notes Gorham. With roomier quarters, Gorham is eager to expand enrollments to meet the burgeoning demand for KCSC's services, perhaps even exploring a Universal Pre-K program where disabled youngsters would interact with their non-disabled peers. Gorham would also ramp up his preventive screening initiatives. KCSC has

recently acquired a grant to screen youngsters in Head Start programs, and he's convinced they could do more: "If we can verify developmental delays, we can intervene that much sooner," he adds passionately.

With a recent grant from the Heckscher Foundation, KSCS plans to launch a rigorous outcomes evaluation: "That will lay a greater foundation internally to help us answer the question, 'How are we doing?'" One suspects that KCSC is doing very well indeed for its vulnerable young population, and that many of the children fortunate enough to benefit from its multidisciplinary approach to preschool education and therapy are well on their way to assuming a productive role in society.#

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## QUOTE OF THE MONTH

*“Optimism is the faith that leads to achievement.  
Nothing can be done without hope and confidence.”*

—HELLEN KELLER

## GATEWAY SCHOOL TACKLES LEARNING DISABILITIES

By SYBIL MAIMIN

Reflecting a growing need, the Gateway School, which serves children ages 5 to 12 who have learning disabilities, has grown from three students at its inception in 1964 to a current enrollment of sixty and looks forward to eventually having eighty students in a middle school to be created this fall. Gateway was established by a parent, Claire Flomm, who, when told her son Peter needed institutionalization, looked for other solutions. She turned to Elizabeth Freidus, an instructor at Columbia's Teachers College who had done research in the area of disabilities and created a special education school with Freidus as founding director. As a “funded school,” Gateway negotiates a contract with the State Department of Education for reimbursement for students with special needs that cannot be met in area public schools.

Headmaster Robert B. Cunningham explains that a key to success with learning disabled students is tapping on strengths as well as addressing challenges. He advises, “It doesn't make sense to focus on what is most difficult and frustrating. That is not the way to create lifelong learners. What you create are frustrated and angry people.” Determined to keep special education “special,” he explains, “It is still a common perception that special education kids



**Bob Cunningham. Executive Director,  
Gateway School**

need things to be done slower. Not so—they need things to be done differently. The idea is to teach them on that line—that mid-ground between challenge and frustration. And you can see great results.” Students learn best by working interactively. At Gateway there is “little individuality but much individualized instruction.” The ungraded school works with intentionally heterogeneous groups.

“The hardest part of my job is admissions, confesses Cunningham. The number of applicants to the school far exceeds the available spaces and the admissions process is intensive. Gateway looks for indications of “real capability” as well as difficulties and challenges that might impair the strengths. It looks for youngsters who will bring something to the group but also take something away. Typically, a student remains at Gateway for three years before transitioning out, although some remain until age 12. Periodic assessments monitor progress. “Kids change,” explains the headmaster and even though it may be difficult to face relocation, students “must find the most

appropriate program as they go along.” The school works with parents and professionals to find the best place, which might be a mainstream school or another special education institution. “New York City has 5 or 6 very good schools for children with learning disabilities.” A disturbing trend, according to the headmaster, is many schools are becoming less receptive to accepting children with learning problems and are less flexible.

Cunningham had an interesting path to Gateway. He taught in Japan and on the Texas-Mexican border where frustration at not being able to reach many students led him to Teachers College and a MA's in special education and in administration. He was an assistant principal in a public school in Greenwich, Connecticut before coming to Gateway. At Gateway, he is emphasizing technical literacy and environmental conservation. The school's new home on West 61st Street, which will open in the fall, will be the first LEED school in Manhattan. He looks forward to the “healthier learning environment.” Students are tracked after they leave and often return to speak about their post-Gateway experiences. Among them is Peter Flomm whose mother founded the school rather than institutionalize him. An inspiration for current students, today he holds a PhD in statistics. #

DAVID GOTTLIEB:  
OUTSTANDING STUDENT  
AT GATEWAY SCHOOL

By DR. POLA ROSEN

If David Gottlieb is representative of the student body at Gateway, then indeed the school deserves its fine reputation of nurturing, educating and leading its students to success. In fact, parents have been so pleased that they have prevailed on the administration to expand its current structure to include intermediate school classes.

David, an articulate student who is almost 8 years old, explained that the school is ungraded and offers very small classes with about 9-10 students. David's favorite activities are computers, after school sports like baseball, hockey and soccer and of course, free time. Currently, he is playing sports with one teacher, clearly an effort on the part of the school to accommodate students' individual needs.

To the question, “What's special about Gateway for you?” David replied, “the field trips” noting that the school considers and implements students' suggestions. One memorable trip for David was to the Empire State Building observatory. Studying water cycles in the Hudson River is an example of absorbing science lessons; David explained that the children will observe what lives in the river's waters using only their eyes and powers of observation. The quality of the teachers is superb or, in David's words, “they are all so nice!”

“I have different teachers for reading and math and they are all very nice to me. We're working on cursive writing and I'm up to 'x'. I've learned all the letters between the 'a' and the 'w'. I'm currently reading *The Boxcar Children*; they are



adventure stories. The children live in a boxcar and then they live on an island.”

At Gateway, children recite the pledge of allegiance as a group every day. David wants to stay at Gateway and continue through the middle school grades there because he loves the school so much.

“I get to see Mr. Cunningham every day; he knows all the children.”

For his next birthday, David hopes to get a “Bigs” component for Wii. According to David, “all the boys totally use video games when they have play dates. Every girl in my class plays with dolls except one girl who plays sports.”

The insight into the Gateway School through the eyes of a child is very special, for children are guileless and tell what they truly believe. Through David's eyes we now know of the special position Gateway has held and is currently holding in the hearts of many children and their parents.#

A LETTER FROM  
DR. HAROLD KOPLEWICZ

When we launched our “Ransom Notes” public awareness campaign this December, our intent was to spark a dialogue about America's last silent public health crisis—the millions of children who suffer from untreated psychiatric and learning disorders. The campaign truly caught the public's attention. We received thousands of calls and letters from parents, mental health professionals, educators, advocates, and concerned third parties, all of whom are passionate about helping children. Many people enthusiastically praised the campaign, others were deeply troubled, and some saw both perspectives.

We were so encouraged by the thoughtful response of our active community of caring parents and advocates for children that we plan to take advantage of this momentum with an online forum - not just about the campaign, but about what we can do together to improve awareness and care for children's mental health. We need your help to do this. We invite all to participate and share their thoughts, insights and opinions at [www.AboutOurKids.org](http://www.AboutOurKids.org) on Tuesday, February 26 from 11:00 am to 1:00 pm, EST.

At the Child Study Center, in addition to our research, clinical care, and professional education efforts, we work to bring issues surrounding child and adolescent mental health to the top of America's agenda. We invite you to partner with us to give children and their families equal access to health insurance, remove the stigma that the term “psychiatric disorder” so clearly still elicits, and, most importantly, support the drive to make research and science-based treatment a national priority.

We hope you join us on February 26th and add your voice.



Sincerely,  
Harold S. Koplewicz, M.D.

Director, NYU Child Study Center; Arnold and Debbie Simon Professor and Chair, Department of Child and Adolescent Psychiatry; Sr. Vice President and Vice Dean for External Affairs, NYU Medical Center; Professor of Pediatrics, NYU School of Medicine; Director, Division of Child and Adolescent Psychiatry, Bellevue Hospital Center.



## BARACK OBAMA ON EDUCATION

By SYBIL MAIMIN

Education has not received much attention in the Presidential campaign so far. Each candidate has set forth views on the subject but viability of specific ideas has not been debated and strategies for enactment and implementation have not been detailed.

Senator Barack Obama has a broad program that relies on significantly greater federal funding and especially targets early education and teacher training. He believes the controversial No Child Left Behind (NCLB) law is good in intentions but poorly designed and vastly underfunded. He would improve NCLB assessments and accountability and, in support of a pointed criticism of the mandate, support rather than punish schools that under-perform. He proposes a “Zero to Five” plan that promises care and education starting in infancy to prepare children for kindergarten. Early Learning Challenge Grants would help states implement the idea. Obama would set up a Presidential Early Learning Council similar to the one created in his home state of Illinois while he was a state senator. The Council would promote collaborations and coordinate the use of state and federal funds for a range of early childhood programs such as Head Start, early childhood special ed, and child welfare and child abuse prevention. He would involve private, corporate, and non-profit sectors in the initiative. Obama does not support vouchers, saying, “I believe children in need would truly be left behind in a private market.” He does support charter schools, seeing them as a way to experiment and improve competition among public schools.

Obama believes teachers are the most important contributor to student success. He wants to trans-



(L-R) Sen. Ted Kennedy, Caroline Kennedy & Rep. Patrick Kennedy listen intently to Barack Obama

form the teaching profession with an aggressive program to recruit, prepare, retain, and reward educators. Teacher Service Scholarships would cover 4-year undergraduate and 2-year graduate quality-training in exchange for working at least 4 years in a high-need location or field. All teacher preparatory programs would require professional accreditation, and school/university partnerships would create Professional Development Schools. Teacher Residency Programs that include living stipends during training would prepare knowledgeable instructors for needy districts. Because 30 percent of new teachers leave within 5 years, Obama would fund Career Ladder Initiatives that create strong mentoring programs and reward teachers and school districts that participate. He would give additional compensation to teach-

ers who excel and would create incentives for sharing best practices. Believing the abilities of principals' impact on student achievement and teacher retention, he would enhance State Leadership Academies to provide professional development opportunities for principals.

Noting that only 70 percent of students graduate high school, with an even lower percentage in urban areas, Obama offers several programs to attack the dropout rate and close the achievement gap. He suggests longer school days and school year, substantive summer learning opportunities, college outreach assistance for lower-income students, and high-quality after-school programs. Middle School is a crucial period and the optimum time to address problems to prevent later drop out. In the Senate, he intro-

duced the “Success in the Middle Act,” which would provide funds to assist at-risk students. Safety in schools is vital to learning, but Obama disputes typical “zero tolerance policies.” He advocates teaching proper conduct and demanding the same high standards in deportment as in academic achievement. He has introduced the “Positive Behavior for Effective Schools Act” with strategies to head off bad behavior before it starts. He promotes strong parental involvement and school-family contracts. The candidate believes English Language Learners must be provided transitional bilingual education and schools held accountable for their success.

College costs have soared. Two million qualified students will not pursue higher education between 2001 and 2010 because of finances. The candidate seeks creation of the American Opportunities Tax Credit that will be universal, fully refundable, and greatly reduce the cost of college, especially at public institutions. Obama's first bill in the Senate sought to increase the maximum Pell Grant. In addition, the application process for aid must be simplified, he says.

Obama's goals are ambitious and, at approximately \$18 billion a year, the package would be costly for the federal government. Claiming fiscal responsibility, he proposes paying through delaying the NASA Constellation Program for 5 years, more effectively using the negotiating power of the government to reduce procurement costs, auctioning surplus federal property, reducing incorrect payments discovered by the Government Accounting Office, and using savings that result from ending the war in Iraq. He also advocates more educational research to facilitate “investing in what works.” #

## REVEREND DR. CALVIN O. BUTTS, III & THURGOOD MARSHALL ACADEMY

By SYBIL MAIMIN

Harlem is experiencing a new Renaissance, and the 560 lucky middle and high school students who attend Thurgood Marshall Academy for Learning and Social Change (TMA) on West 135th Street are part of the altered landscape. Responding to a critical need (parents in Central Harlem routinely sent their children to other parts of the city for a decent education), in 1992, Reverend Dr. Calvin O. Butts, III, the influential, can-do pastor of the Abyssinian Baptist Church, answered a call from the New York City Board of Education and New Visions for Public Schools to collaborate on a new, quality public school. The Abyssinian Development Corporation (ADC), an arm of the church, agreed to become sponsor. Moving from place to place, the school floundered in its first years and was on the verge of closing when a plan was approved to build a permanent home, a new, state-of-the-art facility on the site of the former “Small's Paradise,” the legendary jazz club of the 1920's Harlem Renaissance. Opened with great hope and anticipation in 2004, the first new public school in Harlem in fifty years, TMA is about history, possibilities, community, and achievement. A symbol of success in the long struggle for equality and opportunity, the school welcomes students and visitors to its lobby with a large mural featuring portraits and words from some iconic figures in the fight for civil rights as well as a tribute to its namesake, Thurgood Marshall, the first African-American Supreme Court Justice, that reads, he “had the capacity to imagine a different world, the imagination and capacity to believe that such a world was possible.” Nearby, a wall hanging titled “Reflections on Leadership,” composed of handwritten thoughts such as “Believe in Yourself and Everyone Will Too,” the work

of the class of 2007, inspires and instructs. A list of student names with grade point averages and honor roll status is proudly and prominently displayed as is a closed circuit TV screen that flashes news of college acceptances.

Principal Dr. Sandye Poirier Johnson speaks of the great energy and dedication that go into creating the warm, inviting learning environment and sense of community that characterize the school. Teachers come to work early and stay late. Assistant Principal Bryant Harris says, “I'm here at 6:30 because I like being here.” The faculty union representative has never filed a grievance: “We work things out as peers.” Another instructor affectionately remarks, “Teachers really get their hands dirty. That's what draws us.” Senior student Kendon Smith-Holder is eagerly awaiting college acceptances, yet admits, “I love the school and hate to leave...Everyone here knows you personally and cares about you.” The principal, seen by staff as a “visionary,” lives in the community (“My students are my neighbors”), and explains TMA is unique as an urban public institution of learning because of its holistic approach. She recalls early struggles “to get the trust of the kids, to let them know we would help them, that we would make sure they have a plan after graduation and have options.” In choosing its students, the school looks for local applicants “who want to do well.” Active parental involvement is strongly encouraged and community ties fostered. Following the holistic model, students receive personal treatment from a full-service Wellness Clinic run by Columbia Presbyterian Hospital that includes medical, dental, and mental health professionals. Tests are performed, immunizations and shots administered, and medicines dispensed. A guidance counselor, mediation office, and two college

advisors serve student needs. SAT preparation and exploratory trips to colleges are offered. A full range of after-school activities is available.

The school building is spacious, bright, and airy with windowed classrooms on the perimeter surrounding large, open communal spaces, or hubs. Each floor is painted a different bright color with lockers to match. Smartboards and laptop computers are widely used. A comfortable library with 20,000 books, state-of-the-art science labs, computer workstations, and multimedia equipment keep TMA in the twenty-first century. To honor its predecessor at the site, the school cafeteria is called “Small's Café” and is decorated appropriately with a colorful mural showing great African-American artists such as Billy Holiday, Cab Calloway, and Louis Armstrong. Students stand out in smart uniforms of bright red sweaters (with small TMA logos) and black trousers or skirts. A sense of safety, dignity, respect, and discipline pervades.

TMA “is not successful with all our kids,” concedes Johnson, citing poor preparation in lower grades. Abyssinian Development Corporation supports a local Head Start and elementary school and hopes to create an educational continuum in which teachers “scaffold,” or communicate curriculum needs with peers in lower grades. The principal has ambitious goals for her students. “A lot of our children have forgotten how to dream,” she says. While college admissions are very good at the school, she wants to “aggressively move to make more students more college-ready” by increasing the number who work toward Regent's diplomas. Johnson understands that education beyond twelfth grade may not be appropriate for everyone, but she wants those with the ability to go to college to tackle rigorous studies, succeed, and go on to a better life.#

## THOUGHTS ON THE CANDIDACY OF BARACK OBAMA

By DARYL WILLIAMS



Barack Obama's candidacy represents the culmination of an American Dream and is a glimpse of the America to come. His ethnic background represents the diversity that has changed the face of America. It is this diversity that must be used to propel the country forward and bring those to the table that have too long been seen as adversaries.

I am proud of what he represents, for African Americans and For All Americans. He stands for all that is right with AMERICA. This is an opportunity for America to embrace its future with the hope, energy, intellect, promise and compassion necessary to engage those interested in improving the “human condition” here and abroad.

There is no other candidate for the Presidency that represents such a broad range of the American constituency and there is no other candidate that has been able to put their mind and heart on the pulse of the American people. In this place, in this time in America for the sake of our future, there is a need for change!

Daryl Williams is the Director of Purchasing and Contracts at Hunter College, City University of New York. #





## High School Dropouts: A Problem For Girls And Boys

An alarmingly high number of girls are dropping out of high school and these female dropouts are at particular economic risk compared to their male counterparts, according to a report by the National Women's Law Center.

Recently released, "When Girls Don't Graduate, We All Fail: A Call to Improve High School Graduation Rates for Girls," finds that American girls are dropping out of high school at nearly the same rate as boys, and at even greater economic cost. Female dropouts earn significantly lower wages than male dropouts, are at greater risk of unemployment, and are more likely to rely on public support programs.

"The high school dropout crisis has received significant recent attention but almost exclusively as a problem for boys. It is generally overlooked that girls are also failing to graduate at alarmingly high rates," said Marcia D. Greenberger, Co-President of the National Women's Law Center. "The dropout rate for girls results in severe economic consequences for them, their families and society as a whole."

When Girls Don't Graduate finds that close to half of the estimated dropouts from the Class of 2007 were female students, or over 520,000 of the overall 1.2 million high school dropouts. Overall, an estimated one in four female students will not graduate with a regular high school diploma in the standard, four-year time period.

The rates are even worse for girls of color. Nationwide, 37 percent of Hispanic, 40 percent of Black, and 50 percent of American Indian or Alaskan Native female students respectively failed to graduate in four years in 2004. While girls in each racial and ethnic group fare better than their male peers of the same race or ethnicity, Black, Hispanic, and American Indian/Alaskan Native female students graduate at significantly lower rates than White and Asian-American males.

While all high school dropouts pay significant costs for their lack of education, the report finds that the economic costs are particularly steep for women, who face especially poor employment prospects, low earnings potential, poor health status, and the need to rely on public support programs. According to When Girls Don't Graduate:

- Males at every level of education make more than females with similar education backgrounds, but the wage gap between men and women is highest among high school dropouts.
- Female high school dropouts earn only 63

percent of male earnings—or about \$9,100 less annually—than male high school dropouts. Put another way, female high school dropouts earn 63 cents for every \$1 earned by male high school dropouts.

- In 2006, adult women without a high school diploma earned on average only a little more than \$15,500 for the year—over \$6,000 less annually than women with a high school diploma and \$9,100 on average less annually than male dropouts.

- Only after the average woman has some college education does she earn more than the average male high school dropout (\$26,513 vs. \$24,698).

These low wages leave female dropouts, and their families, particularly economically vulnerable. Judged against the federal poverty line (FPL), women without high school diplomas earn an average salary about seven percent below the FPL for a family of three (\$15,520 vs. \$16,600), while women with high school diplomas earn an average salary about 32 percent above the FPL (\$21,936 vs. \$16,600). Experts suggest that families need incomes of approximately two times the federal poverty measure to meet their basic needs.

When Girls Don't Graduate finds that higher unemployment and lowered earnings are not the only negative outcomes for female high school dropouts. Female dropouts struggle with worse health conditions and less access to health coverage to address their needs. They are also forced to depend more heavily on public support programs. Female dropouts, for example, are more likely to rely on Medicaid assistance. More than 50 percent of Black women, approximately 35 percent of Hispanic women, and almost 30 percent of White women dropouts are forced to rely on Medicaid. This compares with slightly more than 30 percent of Black men, 20 percent of Hispanic men, and 15 percent of White male dropouts.

The report also looks at some of the barriers leading to, and risk factors for, dropping out that are of particular importance for girls.#

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## New Report by Educational Testing Service: Family Factors Critical to Closing Achievement Gap

Gaps in the critical home conditions and experiences of young children mirror achievement gaps that begin early in life and persist through high school, according to a new report from ETS. The report has been endorsed by the National Urban League and both organizations call on leaders and policymakers to improve not only schools, but also home and family conditions, to help all students succeed.

"The Family: America's Smallest School" examines the family and home experiences that influence children's learning. Factors include single-parent families, poverty and resources, parents talking and reading to children, quality day care, and parental involvement in school. The report was written by Paul E. Barton and Richard J. Coley of ETS's Policy Information Center. It includes a preface and endorsement by Marc H. Morial, president of the National Urban League.

"When parents, teachers and schools work together to support learning, students do better in school and stay in school longer," says Barton. "Our analysis shows that factors like single-parent families, parents reading to children, hours spent watching television and school absences, when combined, account for about two-thirds of the large differences among states in National Assessment of Educational Progress (NAEP) reading scores."

Findings in the report show that: Thirty-two percent of U.S. children live in single-parent homes, up from twenty-three percent in 1980; Thirty-three percent of children live in families in which no parent has a full-time, year-round job; By age 4, children of professional families hear 35 million more words than children of parents on welfare; Half of the nation's two-year-olds are in some kind of regular daycare. Seventy-five percent are in center-based day care rated of medium- or low-quality; A comparison of eighth graders in 45 countries found that U.S. students spend less time reading books for enjoyment—and more time watching television and videos—than students in many other countries.

"It's understandable that education reform

efforts would focus on improving schools," says Coley. "In the broader arena of public policy, however, we will have to go far beyond this focus if we hope to significantly improve student learning and reduce the achievement gap. If we are to improve America's academic standing within the global community, and close our all-too-persistent achievement gaps, we must help assure nurturing home environments and supportive, encouraging family lives for all students."

Other highlights from the report include: Forty-four percent of births to women under 30 are out-of-wedlock; Nationally, 11 percent of all households are "food insecure;" The rate for female-headed households is triple the rate for married families; Sixty-two percent of high SES kindergartners are read to every day by their parents, compared to thirty-six percent of kindergartners from low SES groups; One in five students misses three days or more of school a month. The United States ranked 25th of 45 countries in students' school attendance.

"The important educational role of parents is often overlooked in our local, state, and national discussions about raising student achievement and closing achievement gaps," notes Marc H. Morial, President and CEO of the National Urban League, former president of the U.S. Conference of Mayors and former mayor of New Orleans. "This report supports the League's Blueprint for Economic Equality—the Opportunity for Children to Thrive. In this guiding principle, we assert that every child in America deserves to live a life free of poverty that includes a safe home environment, adequate nutrition, and affordable quality health care. We further assert that every child in America deserves a quality education that will prepare them to compete in an increasingly global marketplace."

*ETS celebrates a 60-year history of advancing quality and equity in education by providing fair and valid assessments, research and related services for all people worldwide. In 2006, ETS developed, administered and scored more than 50 million assessments in more than 180 countries, at over 9,000 locations worldwide.*

## Michigan First State to Have Online Requirement for HS Grad

Susan Patrick, President & CEO of the North American Council for Online Learning (NACOL), and John Watson, founder of Evergreen Consulting and author of the annual Keeping Pace with K-12 Online Learning report, will give the closing keynote address titled, "Current and Future Trends in Online Learning" at Michigan Virtual University's Online Learning Symposium in February. Michigan is the first state in the nation to have an online learning requirement for high school graduation. Patrick and Watson will discuss national and global trends for the future of education.

"Online learning is increasing access to rigorous, high quality courses across the nation that can help improve high school graduation rates and offer alternatives to meeting the requirements," says Patrick. "Other countries are centering education reform strategies on e-learning to expand access to courses, improve teaching, increase achievement and teach 21st century skills. Michigan is taking the lead with online

learning, and preparing students to be ready for college and work demands." One in five college students takes an online course and more than 30 percent of workforce training is done online.

"Michigan is among the leading states in implementing online learning solutions in response to the issues faced by K-12 education," says John Watson, who wrote The Michigan Online Learning Report, which was commissioned by the Michigan Virtual University.

Patrick was named the President and CEO of NACOL in September 2005. She is the former Director of the Office of Educational Technology at the U.S. Department of Education. As Director, she published the *National Education Technology Plan, Toward a New Golden Age in American Education: How the Internet, the Law and Today's Students Are Revolutionizing Expectations in January 2005*. Patrick managed the federal government's educational technology policies and produced two Secretary's Technology Leadership Summits.#

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# 10th Annual Virtual Enterprise Competition at Deloitte Touche



**Joseph Delaney**



**Iris Blanc**



By **ALBERTO CEPEDA**

Virtual Enterprise International (VE) recently held its annual Citywide Business Plan Competition at the Deloitte & Touche Offices at the World Financial Center in Lower Manhattan.

The competition is a part of the Virtual Enterprise Program which was implemented in New York City Public high schools in 1996 so that students could learn about business and the corporate world through task oriented and hands on workshops.

The program modeled its concept from the practice firm program in Europe in which students learn how to run a business and it's also a

part of the apprenticeship models from Germany where students get hands on experience by running their own company.

Initially only seven New York City public high schools participated in the Virtual Enterprise Program when it started out. Today the Virtual Enterprise program consists of fifty-three business oriented New York City public high schools and sixty five different virtual business firms.

The mission of the program according Iris Blanc, Director of Virtual Enterprises, is "To give students exposure to economics, career education, business education and the expectations of the workplace. Students learn how to run their

own virtual business firms by learning different aspects and intricacies of the corporate world with the guidance of a staff of dedicated teachers and business mentors. Students must develop their own business program. The teachers are there to guide them. The business is ongoing so the numbers that they have come from year after year." She adds, "There's an online banking system that is connected throughout the world so they really buy and sell products and services. The only thing about the business is that there's no real money exchanged and there are no real products delivered but everything else is real."

Joseph Delaney of Deloitte Touche, the Coordinator and Director for the Virtual Enterprise program explains, "What we hope for these students to get out of this program is the love for learning a business and then making a contribution to society. Perhaps one day they may volunteer for a program like VE in New York City."

The top three firms will have the opportunity to contend for \$25,000 in cash and prizes.

The citywide competition consists of two rounds where the students from each firm are asked to present their power point orient business plans, give an oral presentation and take questions from a panel of five to six judges of industry experts representing prestigious corporate firms.

After the first two rounds of presentations the eight virtual business firms with the highest scores move onto the next round of the competition.

The final round of the Citywide Business Plan Competition takes place in a large presentation room before an audience of several dozen people, the press and a panel of eight judges. It was amaz-

ing to watch how well these students were able to present their business plans despite the pressure of performing before a large audience and trying to impress the judges.

This year's winners were the Printing Depot from Ft. Hamilton High School who finished in first place and VE Management from New Dorp High School and Universal Promotions from Edward R. Murrow High School who finished in second and third place respectively.

The reality for all these students who had the privilege to participate in this event is that they were all winners. It was phenomenal to see these young men and women all in high school develop and implement these highly sophisticated business plans all of which was accomplished through their hard work and perseverance.

Caroline Johnson from Edward R. Murrow High School's Universal Promotions expressed this sentiment when she explained "We put so much time and effort into our presentation. We worked really hard and put a lot of hours into each question." She added, "I'm happy that we placed, we tried our hardest, there's nothing we could have really done differently and there's nothing I would have done differently. I'm really proud of my teammates."

Although everybody couldn't come out a winner, everyone of these amazing individuals who competed will receive internships at several highly prestigious corporate firms such as Merrill Lynch and the experience of being a part of the Virtual Enterprise program is simply priceless.#

## PTA LEADS IN CLOSING ACHIEVEMENT GAP

In an effort to close the achievement gap for urban and underserved students, three major parent, teacher and education organizations are joining to create pilot programs, community-based projects, and resources.

**WHEN & WHERE:** Friday, February 15 (Note: All of this day's events at Spelman College.)

5 p.m. – Press Conference

5:20 p.m. – VIP reception (open to media)

6 p.m. – Town Hall Meeting: National experts will discuss closing the achievement gap. (open to the public)

Saturday, February 16

10 a.m. – Special ceremony at Selena Sloan Butler (founder of PTA and Spelman alumna) grave sight at Oakland Cemetery (open to the public)

10:30 a.m. – Rededication Rally of Selena Sloan Butler Park, Atlanta

(open to the public)

PTA comprises more than 5.5 million parents and other concerned adults devoted to the educational success of children and the promotion of parent involvement in schools. PTA flourishes in more than 25,000 school communities nationwide by harnessing the energy and talents of millions of volunteers to be: voices for all children; relevant resources for families and communities; and champions for the education and well-being of every child. PTA is a registered 501(c)(3) non-profit organization. Membership in PTA is open to anyone who is concerned about the education, health, and welfare of children and youth.

Spelman College—Founded in 1881, Spelman College is the only historically Black college in the nation to be included on the U.S. News and World Report's list of top 75 "Best Liberal Arts Colleges — Undergraduate," 2005. Located in Atlanta, Ga., this private, histori-

cally Black women's college boasts outstanding alumnae, including Children's Defense Fund Founder Marian Wright Edelman; U.S. Foreign Service Director General Ruth Davis; authors Tina McElroy Ansa and Pearl Cleage and actress LaTanya Richardson. More than 83 percent of the full-time faculty members have Ph.D.s or other terminal degrees and the student-faculty ratio is 12:1. Annually, nearly one-third of Spelman students receive degrees in the sciences. The students number more than 2,186 and represent 43 states and 34 foreign countries. For more information regarding Spelman College, visit: [www.spelman.edu](http://www.spelman.edu).

About Atlanta Public Schools—The Atlanta Public Schools System has an enrollment of 50,000 students who attend 96 traditional schools; 75 percent of the students qualify for free and reduced meals. The district employs 6,631 full-time personnel, including 3,643 teachers. The mission of Atlanta Public Schools is to focus talents and resources on ensuring that APS students are successful in school and in life. Dr. Beverly L. Hall has served as Superintendent since July 1999.

About Georgia PTA—The Georgia PTA serves as a link between the national organization and membership within the state. A person who joins a local Parent Teacher Association automatically becomes a member of the National PTA and the Georgia PTA. The Georgia PTA represents over 330,000 members at the state legislature, state board of education and other education and child-focused organizations; provides support and training for local PTAs through workshops and publications; coordinates special projects to promote the welfare of Georgia's children and youth, and much more. Georgia PTA is also the proud state to be home of two of three founders for National PTA.#

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## NYU & BARUCH PROFESSORS PRESENT “STEREOTYPE THREAT” FOR WOMEN IN MATH COURSES

In a field study in the latest issue of the *Journal of Applied Developmental Psychology*, women at the high end of math ability outperform their male counterparts on tests when the test is described as free of gender differences.

The women performed as well as their male counterparts under normal testing conditions. The study, funded by a grant from the National Science Foundation, was conducted by Catherine Good, assistant professor of psychology, Baruch College, CUNY, and Joshua Aronson, professor of psychology, New York University.

Considerable research over the past decade has shown that women's performances on math tests are compromised by stereotypes. In over 200 published experiments, females as young as first graders and as old as 22 have been found to perform worse on math tests whenever the testing environment cues them to think about their gender, a phenomenon named “stereotype threat” by the psychologists Claude Steele and Aronson in the mid 1990s.

“This research has always carried the positive message that stereotype threat could be overcome—and women's test performance boosted—by small changes in the way tests were presented,” says Aronson, a professor of psychology at NYU's Steinhardt School of Culture,

Education, and Human Development. “But critics of this research frequently tried to trivialize these findings by claiming that they were merely laboratory studies that said little about performance in the ‘real world,’ or that we weren't talking about highly proficient mathematicians, who were immune to stereotypes. These findings should make the critics think again.”

The researchers asked male and female students enrolled in a fast-paced calculus course at a large public university to take a practice calculus test in preparation for an upcoming exam. The course was the most rigorous calculus class offered by the university and satisfied requirements for degrees in mathematics, engineering, and many of the natural sciences.

One group of students in the study received the test under normal testing conditions; that is, they were informed that the test was designed to measure their math abilities and knowledge. Among these students, the women performed just as well as the men, reflecting the fact that these were high-performing women. The surprise came from the second group of students in the class, who took the test under the same instructions but

who were additionally informed that the test was free of gender bias. The researchers found that the women in the no-gender-differences group outperformed all the other test-takers in this high-level math class, even the men.

“We now have really compelling evidence,” says Aronson, “that women at the very highest levels of math ability are held back by cultural images that portray their math abilities as inferior to men's. But it's also clear that small changes by wise teachers and professors can help a lot. Furthermore, we know that stereotype threat is not some artificial laboratory phenomenon. It has real consequences for women who have extremely high abilities and who aspire to be scientists. While this study doesn't prove that sex differences in math ability are not the root cause of the lack of women in math and science, it does prove that biology is far from the whole story.”

The researchers hope that their findings will encourage educators to be aware of the degree to which negative stereotypes contribute to the lack of women who succeed in high-level mathematics and to encourage gender-fair testing. #

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## Dean Anthony Polemeni, Touro Graduate School of Ed Honored as “Educator of the Year”

The Columbia University Chapter of Phi Delta Kappa, the Professional Association in Education honored Anthony Polemeni, Ph.D., with the prestigious “Educator of the Year” Award at its annual Winter Awards Banquet at Columbia's Faculty House.

Dr. Stephen Levy, President of Phi Delta Kappa, Columbia University praised Dr. Polemeni as a hard working, innovative educator who presides over Touro's Graduate School of Education and Psychology with a compassion and sensitivity rarely seen in any college administrator.

At the dinner over 250 well-wishers crowded the President's Room at Faculty House joining Dr. Bernard Lander, Founder of Touro in raising a toast to the Dean. Dr. Lander noted Dr. Polemeni is a “very special person” at Touro, and one for whom the president has the utmost admiration and respect.

Touro College has experienced phenomenal growth since its founding in 1971, and is currently educating more than 27,500 students at locations in New York, California, Florida, Nevada, Jerusalem, Moscow and Berlin and Rome. Touro College continues to have a profound impact on the lives of its students and on the Jewish and underserved communities.

Dr. Polemeni has over 40 years of combined experience in education and industry. Under his direction, he has provided affordable quality graduate education, growing the enrollment of the School of Education from several hundred to over 7000 students, including over 1300 student teachers. As Dean of Education, Dr. Polemeni instituted Masters Programs in Birth through 2, 1-6, 5-9, Special Education, Literacy, Tesol, Instructional Technology, School Psychology and Mental Health Counseling and has promoted educational access through on-line distance learning. Dr. Polemeni developed and maintained the following philosophy of education, increased the number of approved degree offerings and instituted successful marketing strategies, which dramatically increased enrollment.

Dr. Polemeni's multiple mini-site strategy, throughout NYC and Long Island, the implementation of aggressive marketing strategies, has increased the availability of a Touro education. Additionally, Dr. Polemeni has also been instrumental in attempting to secure a recognized doctoral degree program, which will



(L to R) Dr. Stephen Levy, President, PDK, Columbia presenting Educator of the Year Award to Dr. Anthony Polemeni, V.P., Dean of Touro Graduate School.

commence later this year

Born in Brooklyn, he received a baccalaureate degree (Summa Cum Laude) from St. Francis College. He received his Master's in Romance Philology from Columbia University and the Doctoral degree from St. John's University. We are most pleased that for many years Dr. Polemeni has been a member of Phi Delta Kappa.

Dr. Polemeni began as a teacher of French and very quickly rose to become Director of Foreign Languages. In 1971 he was hired by the New York State Division of Evaluation to oversee the New York City Schools and thereafter became Director of Research and Evaluation for the New York City Central Board of Education. Under his leadership, New York City developed the first secure standardized test and the Language Assessment Battery.

In 1978, because of family obligations, Dr. Polemeni left the New York City Board of Education and joined the international business world as a Director of Creusot Loire Corporation, a French importing company of specialty steel. In 1981, he became Vice President and eventually President of an international export company that dealt with Africa, Asia, Caribbean, and Latin America. In 1997, he returned to education as Director of Mercy College's Bronx Graduate School of Education. In 2007, due to his outstanding performance as Dean, Dr. Polemeni, was appointed as a Vice-President of Touro College. The class of 2007, spring graduation was so large it had to be held at NYC's Madison Square Garden. #



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## DEAN JERROLD ROSS, ST. JOHN'S U HOSTS KOREAN TEACHERS



Visiting teachers from Korea



Dean Jerrold Ross

The School of Education hosted a professional development program for 37 teachers and 3 supervisors from Gyeonggi Province, the Republic of Korea (South). The main goal of the program was to expose Korean teachers to various instructional strategies for nurturing creativity of the gifted and differentiating curriculum based on their individual differences. Dr. Seokhee Cho, the Coordinator, structured the program into 3 phases: 3 days of lecture and workshop, 5 days of school visits and 4 days of cultural experiences.

A video conference with crews at NASA had the teachers experience a simulation program on how to define and solve problems caused by an eruption of a volcano. They also analyzed data transferred from the planet Mars to the earth. In addition, more than 10 leading scholars on gifted education including Dr. Rita Dunn on Learning Styles at St. John's U. and Dr. Joseph Renzulli,

the Director of the National Research Center on the Gifted and Talented were invited as speakers.

The teachers visited 13 schools in New York City for 5 full days. Exposure to programs for the gifted contributed to the Korean teachers' realization of various alternatives for serving gifted children. The educational institutes included private and public schools, self-contained gifted classes and special schools for the gifted, and magnet programs for the gifted from elementary, middle and high school levels. Teachers also kept journals on school visits every day. Finally, they submitted reports comparing the programs between NY and Korea and drew implications for improvement of Korean gifted education programs.

The Korean teachers were impressed most by the NY teachers' passion and efforts to differentiate instruction for each individual child, whether the child is gifted or learning disabled. Korean

teachers envied NY Teachers since the NY teachers can concentrate on instructional activities only, while Korean teachers are responsible for many administrative tasks in addition to their instructional duties.

The leader of the teachers, Mr. Park Doo Hee, expressed his satisfaction with the Professional

Development Program as being 150 percent. Based on the request of the Superintendent of Gyeonggi Provincial Office of Education, Mr. Jin Choon Kim, Dr. Jerrold Ross, the Dean of the School of Education, presented a proposal for future collaboration via Mr. Park.

The Korea Times, The Korea Daily, and the Times Ledger published reports on the success of the Professional Development Program for Korean Teachers at St. John's University. #

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## LIU BLACKBIRDS TROUNCE WAGNER, 85-65 IN NEC CLASH

By RICHARD KAGAN

The Long Island University Blackbirds had some questions to answer. They carried a three game losing streak into the New Year. Had lost two Conference games in a row, and had lost their intensity and ball sharing that led to a five game winning streak in December. Now the team faced an undefeated Wagner College squad that staked its claim to be a serious conference contender.

What to do? On January 17th, on a cold and rainy evening, the Blackbirds (10-6, 2-3) found some answers. LIU came out, played with a high level of intensity, and inner fire, that didn't let up the entire game, and ran Wagner out of the gym, winning convincingly, 85-65. Senior Forward Eugene Kotorobai played a stellar game, leading the team in scoring (24) and rebounds (11). Freshman guard Kyle Johnson came off the bench and scored 20 points. Frosh Guard David Hicks chipped in with 18 points, and Jaytornah Wisseh, a talented sophomore guard, added 11.

The Blackbirds shot 10-20 from 3-point land, and 44.2% for the game. LIU took a 40 to 30 half-time lead and extended it on hot shooting. LIU shot for 54.2% from the floor in the second half.

LIU came out fired up for the game and played team basketball. It looked for the open man, passed the ball, and the open man made his shot. Senior Kellen Allen, who scored all of his nine points in the second half, aptly summed up his team's performance. "Tonight was a wonderful win," Allen said. "We all played unselfishly. Everybody was looking for one another. The scoring was balanced and everybody got a look."

LIU also out-rebounded Wagner, 40-39, and that helped out in the win. Last season, the Seahawks defeated LIU twice. And, LIU wanted this game badly them," Allen said LIU was focused on out-rebounding Wagner (12-5, 5-1). "That's a big part of their game. So we out-rebounded them," said Allen.



Kotorobai, along with Allen, provides senior leadership. Kotorobai set the tone early when he hit his first two three-point shots to give the Blackbirds an early 6-0 cushion. David Hicks hit another trey to push the lead to 11-4 and the Blackbirds were off and flying. Wagner then tied the game, at 20-20, when Mark Porter, who is 15th on Wagner's all-time scoring list, made a key trey mid-way through the first half. Wagner took a short lead at 22-20, when Durell Vinson scored on a tip-in. But the Blackbirds were hot from

beyond the arc and when David Hicks made a nice three-point shot, LIU jumped ahead 25-22. Eugene Kotorobai, who connected on 4 or 7 three-point shots, hit another one to give his team a 37-30 lead.

LIU coach Jim Ferry, who has turned the LIU men's basketball program around in just 5 years, acknowledged the strong presence of Kotorobai. "Eugene is having a great year, said Ferry. "He plays with such passion. He is not just a 3 point shooter...he really tries to defend and rebound the basketball and gives the spark that we need."

In the second half, LIU got on an offensive roll, and it the shots kept falling in. A ten point half-time lead grew to 17 when Kellen Allen got into the scoring mix on a made free throw. Allen also scored on a lay-up to push the lead to a surprising 20 points at 56-36. Wagner coach Mike Deane, who had several testy exchanges with referees, was ejected from the game with 5:35 remaining with a second bench technical.

LIU maintained its lead in the second half, by rebounding the ball and making timely shots. LIU out-rebounded Wagner, 21-17 in the second half.

The Blackbirds got back into the conference race with the key win. Ferry likes the make-up of his squad. "They really like each other," said Ferry. "They care about each other. They care about school. They have pride and they play with passion."#

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## Judith Shapiro, Pres. Of Barnard College To Join Common Cents As Board Chair

Common Cents is pleased to announce that Judith Shapiro, President of Barnard College, has accepted the position of chair of the Board of Trustees of Common Cents, effective immediately.

"I welcome the opportunity to play an integral role in helping Common Cents elevate the prominence of the Penny Harvest and also attract enthusiastic and committed new supporters," said Shapiro. "The Penny Harvest is an especially effective means toward helping children build their moral and civic character, and is an opportunity I think all children should be afforded. It also underlines the central role of philanthropy in a democracy, something we should all keep in mind."

"Judith is a tireless advocate for education," said Teddy Gross, co-founder and executive director of Common Cents. "We are thrilled to have such a passionate voice in the educational community join our cause."

Shapiro will be stepping down as the 10th president of Barnard College at the end of the 2007-08 academic year, a position she has held since 1994. She is a widely respected cultural anthropologist who has done pioneering research on gender differences. A prominent voice on women's education, Shapiro has led Barnard through exceptional transformations at every level, enhancing the College's academic reputation and physical space and strengthening its financial position and public presence. During her tenure, applications increased two-fold and, with an attendant rise in selectivity, Barnard has

become the most sought-after private liberal arts college for women in the United States.

Shapiro is a graduate alumna of Columbia University, where she received her Ph.D. in anthropology in 1972. She received her undergraduate degree from Brandeis University and attended P.S. 26, J.H.S. 216 and Jamaica High School in Queens, NYC.

Shapiro also serves on the Board of the Fund for the City of New York, is a Partner in the New York City Partnership and Chamber of Commerce, and serves on the Executive Committee of the Board of the New York Building Congress. She is chair of the Board of the Consortium for Financing Higher Education, and is a member of the American Philosophical Society and the American Academy of Arts and Sciences.

*Common Cents is a 501(c)(3) organization whose mission is to build informed, capable, and caring communities by igniting the civic spirit of a new generation. The Penny Harvest currently operates in NYC/Metro NY, the Capital Region of NY, Colorado, Nashville, TN, Florida and Seattle, WA as well as select individual schools across the country. Common Cents provides program tools, curriculum, professional development, as well as ongoing logistical and programmatic support to each participating school to ensure the Penny Harvest is a rich experience in service-learning and civic education for all students. For more information about Common Cents and the Penny Harvest, to make a donation, or enroll your school, please visit [www.CommonCents.org](http://www.CommonCents.org). #*

## Graduate School: The Application Process in a Nutshell

By JUDITH AQUINO

There are good news and bad news for those applying to graduate school. The good news is that although a greater number of students are seeking master's degrees—the NY Times recently reported that the number of students earning degrees in higher education has nearly doubled since 1980—it is not at the same frenzied level as the number of students seeking a bachelor's degree. The bad news is that getting into graduate school continues to be increasingly competitive and in some ways, applicants must work even harder than they did as high school students to produce outstanding applications.

"The process of applying to graduate school is typically more focused because the individual has chosen to delve more deeply into one subject area. Therefore, while that narrows the playing field, one is being assessed alongside many others (in some cases hundreds) with targeted interests and qualifications. Also, whereas undergraduate programs normally accept a larger number of applicants spread out over many majors, some graduate programs, especially Ph.Ds, admit only a handful of people," noted Joseph Simmons, a Career Coach at New York University's School of Continuing and Professional Studies.

Over the past few years, more students have been rising to the challenge of meeting—and sometimes surpassing schools' admission criteria for their graduate programs, making it exceedingly difficult to determine which applicants deserve an acceptance letter. "Due to various reasons, more schools are getting terrific applications from a broader base of students, which adds to the intensity of choosing among so many highly qualified applicants," commented Andrew

Cornblatt, Dean of Admissions at Georgetown Law.

In view of the growing intensity for a spot in graduate programs, corporations have started to take notice and respond with services on how to get an edge in the application process. "There has been a definite shift towards more competitive applicants. Ten years ago, a high GRE score and decent grades were all it took. Now, students must be savvy about showing commitment, passion and clarity in their applications," commented Chioma Isiadinso, M.Ed., CEO and founder of Expartus, an admissions consulting firm that teaches its clients how to "brand" themselves so as to stand out among other applicants. According to Ms. Isiadinso, the majority (70%) of Expartus' clients are enrolled in the branding seminars for graduate schools, specifically MBA programs, and she expects the demand for these and other seminars to grow as schools continue to hold high expectations for their students. "Graduate schools have definitely raised the bar," said Ms. Isiadinso. "Therefore students must be more aggressive about how they pursue their goals as well."

So what are graduate schools looking for? Matthew Ulmer, Corporate Communications Manager at GradSchools.com offers the following advice: "Find out what you're passionate about and tell a story about it. Schools are more interested in what you've learned and what you've given back than in how many activities you can tack on."

Applicants will do well to remember the old adage, "quality, not quantity." #

*Judith Aquino, a staff reporter, has just applied to several graduate schools of journalism.*

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— Gigi Dibello, Alumna



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## MOVIE REVIEW

## EDUCATION KEY TO POLAR BEAR SURVIVAL



Richard Kane World View Gallery

By JAN AARON

The chunky shape ahead might be a rock. But staring through binoculars out the windows of our tundra buggy—a vehicle that resembles an oversized school bus on five-foot high wheels—we see movement. “It’s a polar bear,” says Glenn Hopfner, the driver. “Polar bears can fool you by blending with the landscape.”

The 12 passengers from Europe, Australia and the U.S. are on a packaged tour arranged by Frontiers North Adventures in Winnipeg to see the famous bears of Churchill, Canada, an outpost of 1,100 inhabitants in the Canadian Sub-Arctic, known as “the polar bear capitol of the world.” Polar bears gather here annually and wait for the ice to form so they can walk out on it for several months of feasting on ringed seals they hunt below its crust.

There’s a new passion for polar bear tours because of the dire predictions that climate change could diminish their population worldwide by two-thirds in the next 50 years. Scientists here say that after a two decade warming trend the ice melting earlier and forming later, cutting into the polar bears hunting season and the population is decreasing.

“Educating the public is a key to the bears’ survival,” says Robert Buchanan, president of Polar Bears International, over lunch in at Gypsy’s in town. He tells me his organization offers a Leadership Camp for students to learn about issues bears face and work with scientists, so they can go home and educate others via public forums. “Your readers should check us out at <http://www.polarbearsinternational.org/>,” he advises.

Tour leader, Angèle Watrin Prodaehl, an honors biologist, engages participants with climate change facts as the tundra buggy grinds along over a mesmerizing landscape of lakes, boulders and the muted colors of the tundra “Female bears are slimmer due to less hunting time on the ice,” she says. She adds, “It means they may be able to nourish only one cub rather than the usual two.”

There are frequent stops for photo-ops like cubs sparing, bears snoozing in the sun, and a bear trying to peek into the Tundra Buggy Lodge. Toward the end of the tour, driver Glen points out a bearded seal. “They’re rare here,” he says, and that word—“rare” also describes the entire polar bear experience. For tour info, go to [www.frontiersnorth.com](http://www.frontiersnorth.com).

## A REVIEW OF HOLLY



**Thuy Nguyen stars as Holly, a 12-year-old Vietnamese girl sold by her impoverished family and smuggled across the border to work as a prostitute in the feature film HOLLY, a captivating, touching and emotional experience, that highlights the growing international issue of human trafficking.**

By GILLIAN GRANOFF

Recently, several notable celebrities, UN representatives, policy makers, and film industry insiders gathered together to view the screening of Holly, the highly acclaimed film starring Ron Livingston, Chris Penn, Udo Kier and Virginie Ledoyen. The screening, co-sponsored by the Somaly Mam Foundation, was held to bring awareness to child trafficking and child prostitution in Cambodia. The foundation’s goal is to rescue, rehabilitate and restore self-esteem to the lives of young girls who have survived sexploitation.

Following the screening of the film, a panel discussion, which included the film’s producers and a representative from the Office of Migration (OMI), addressed the critical need to target this vital issue.

The President and CEO of the foundation, Somaly Mam, survivor of child prostitution, has dedicated her life to rescuing girls from sexual slavery and restoring their self esteem.

Somaly’s opening remarks at the event and her soft spoken and timid words belie the courage of a survivor whose strength and heroism have provided inspiration and comfort to the lives of many young children. Her mission is to rescue other young girls from brothels and to fight on behalf of the lives of the countless young girls who continue to endure the psychological trauma of having been abducted into the silence of unspeakable crimes.

The film is loosely based on Guy Jacobson’s own shocking exposure to the world of child’s prostitution. In 2001, as a businessman and attorney, he took time off to travel through Asia. While hiking in Cambodia, Jacobson faced a life changing moment: he was aggressively solicited for sex by a 7-year-old child, who grabbed him provocatively.

From that moment Jacobson decided that he could not turn his back on the epidemic of the crimes he witnessed, and began a two-year mission to investigate, and uncover the dark and dangerous world of child prostitution.

Jacobson and the film’s co-producer and partner, Adi, began a passionate crusade to write a film that would depict the frightening reality of lives of the victimized children. The efforts to research and write a film that depicted the grave reality of the lives of these children led to the successful closure of several brothels in Cambodia and to the exposure and prosecution of clients.

The result of their tireless research is Holly, a powerful narrative that traces the story of an 11-year-old Vietnamese girl who was sold into prostitution to a Cambodian woman by her family.

Holly’s story profiles the tragic descent into hidden shadows from an innocent naïve young



**Holly (Thuy Nguyen) tries to escape from a local officer who has paid a brothel for her services in the feature film HOLLY, a captivating, touching and emotional experience, that highlights the growing international issue of human trafficking.**

girl into a tragic and provocative young adolescent whose innocence and childhood was stolen behind the dark and hidden world of Cambodian brothels. In an interesting juxtaposition, the film depicts her unlikely meeting with the protagonist, a foreign export import worker with a compulsive gambling problem and self-destructive behavior. Patrick meets Holly when he chooses a temporary room in the same brothel.

An unlikely friendship develops between them and the progression of a moving story of two people’s attempts to rescue one another.

The film’s uncertain ending strengthens its impact on its audience. The director’s reluctance to neatly tie up the ending of the film forces the viewer to wrestle with feelings of discomfort and helplessness.

This technique challenges the audience to take responsibility for ending. This deliberate artistic choice has a powerful impact. It forces the viewer to wrestle with uncomfortable emotions, and to consider the countless other children still caught in the vicious web.

The film has become a powerful instrument of social and political advocacy. Since the film’s limited release, it has played an essential role in the curriculums of several classrooms. Teachers and professors at SUNY, Manhattanville and other schools in the New York area have attended the screening with their classes.

The film’s producers regularly lecture on the issue and participate in panel discussions on the issue of child exploitation and slavery.

Schools and teachers with an interest in screening the film can contact the film’s producers to come and speak to their classrooms. They can find more information by logging on at [www.PriorityFilms.com](http://www.PriorityFilms.com) #

## EDUCATION UPDATE’S FAMOUS INTERVIEWS

Bob Wright,  
CEO, NBC Universal

Suzanne Wright,  
Founder, Autism Speaks

Harold McGraw III

Adam Bronfman,  
Pres., Bronfman Foundation

Mortimer Levitt,  
CEO, Custom Shops;  
Philanthropist

Peter Boneparth,  
CEO, Jones Corp.

Preston Robert Tisch

George Weiss,  
Weiss Investments

Michael Steinhardt

E. John Rosenwald

Charles Cahn

Bill Rueckert

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## Logos Bookstore's Recommendations



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New York, NY 10028  
(212) 517-7292, Fax (212) 517-7197  
WWW.LOGOSBOOKSTORENYC.COM

### A Connecticut Yankee At King Arthur's Court

by Mark Twain

(Penguin, \$9, Signet Classics, \$4.95)

The middle of winter is upon us, Valentine's Day is coming soon and Logos has wonderful Valentine Day cards, and love related books from such authors as Stendhal, Thomas Hardy, Jane Austen, Abelard to Cynthia Heimel among others, as well as related poetry by Ovid, Robert Browning, Elizabeth Browning, William Wordsworth and Shakespeare.

February is also Afro-American History Month and there is much to choose from in the way of books. Writings and biographies of W.E. Du Bois, Frederick Douglass, Ralph Ellison, Richard Wright and Martin Luther King are available. So are collections of poems by Nikki Giovanni, Paul Laurence Dunbar and Rita Dove, to name a few authors.

President's Day also occurs this month and Logos has biographies of several Presidents including George Washington, Abraham Lincoln, John F. Kennedy, Lyndon Johnson and Woodrow Wilson among others as well as books on the First Ladies and Presidential Libraries.

A book to amuse you, horrify you and get you thinking is Mark Twain's A Connecticut Yankee at King Arthur's Court. Right at the beginning the author meets a stranger who has weird tale

to tell. Much is humorous, the adventures of this 19th century Connecticut Yankee at King Arthur's Court: his saving himself by pretending to be responsible for an eclipse, his evening with Morgan Le Fay and his experience at the ogre's castle among other incidents. This is particularly so because Twain has a good feel for the original stories as he puts the Yankee in the midst of these tales and then rewrites the stories to a totally, different, humorous, satiric endings. But the spirit of things changes. When the Yankee is dealing with the family with small pox, slavery and the end of Camelot, a sense of horror and gloom pervades. This book is well worth reading and shows a quite complex Mark Twain.

#### Upcoming Events At Logos

Monday, February 11, 2008 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss The Gospel of Matthew.

Tuesday, February 19, 2008 at 7 P.M., Sit-n-Knit will meet.

Wednesday, March 5, 2008 at 7 P.M., KYTV Reading Group will discuss What Maisie Knew by Henry James.

Every Monday at 3 P.M. is Children's Story Time with Lily Nass.

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

## Celebrate Black History Month With Fascinating Picture Book Biographies

By SELENE VASQUEZ

BIOGRAPHY: AGES 8 THRU 10:

### I, Matthew Hensen: Polar Explorer

by Carole Weatherford. Illustrated by Eric Velasquez  
(CIP, 32 pps., \$16.95)

"I did not start as cabin boy, climb the ranks to able-bodied seaman, sail to five continents, and learn trades and foreign tongues to be shunned by white crews." A tribute to the spirit, determination and strength of will of this African American explorer. Full-spread pastel illustrations with images as powerful as the text.

Muhammad Ali by Jonah Winter. Illustrated by Francois Roca. (CIP, unpagd, \$16.99). A larger than life sports champion, Ali's arrival always accompanied theatrical bombast: "And the heavens opened up/and there appeared a great man/descending on a cloud, jump-roping/ into the Kingdom of Boxing." Eye-catching oil paintings vividly capture the racism he encountered and the hero worship he inspired.

PICTURE BOOK: AGES 5 THRU 8

### Scoot!

by Cathryn Falwell

(HarperCollins, unpagd, \$16.99)

A high spirited romp in the pond in extraordinary paper collages. Wood ducks, salamanders, tadpoles,turtles and frogs hustle along in rhyming bounce. A photo of the author's tree house is included, with an informative listing of animals she enjoys observing.

### Good Enough to Eat

by Brock Cole

(CIP, unpagd, \$16.00)

A poor homeless girl, known only as "Scraps-and-Smells", or "Skins-and-Bones", or "Sweets-and-Treats" outwits the unfriendly townspeople as well as a foul ogre. Watercolor illustrations in strong ink outlines compliment the vivid rhyming verse. Wonderfully suited for reading aloud.

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, FL. #

## REVIEW OF WHY OUR SCHOOLS NEED THE ARTS

### Why Our Schools Need The Arts

by Jessica Hoffman Davis

Published by Teachers College Press: New York, January 2008  
(150 pp).

It's time to stop justifying the arts because they can help our children do better on their SATs or other standardized tests, urges Jessica Hoffman Davis in this impassioned, if slender, volume.

As a long-time arts educator and advocate, Davis—a cognitive developmental psychologist and founder of the Arts in Education Program at the Harvard Graduate School of Education—argues that "when explaining or defending the role of the arts in education, we should resist the temptation to package the arts as in-service to non-arts subjects—as a way to help teach math or chemistry or physics."

Amen to that. As the parent of two academically strong students, I know that the lessons they learned as actors in our local high school's drama program offered skills that they access almost daily in college and beyond. The camaraderie they developed playing cello in the school's orchestra, and their appreciation as concertgoers, transcended whatever slim talent they had as musicians (in fact, given the recognition they received for their academic performance, it was good for their souls to gain humility in the orchestra).

Beyond such life lessons, Davis wants educators and parents to recognize that in this age of standardized testing, the arts can't be relegated to half hour weekly time slots, or after-school enrichment. The arts are not a frill—an argument that is made with distressing regularity during school budget season here in the suburbs—but an essential component in education.

"Arts in our schools are essential," Davis writes. "They shed light on and give direction to the foundations that science provides." She explains that arts' use of metaphor, willingness to consider uncertainty and ambiguity, or break boundaries, suggest other ways of interpreting the world that can employed just as successfully in science. The arts enable us to make sense of our experiences in ways that transcend conventional disciplines.

Davis also contends that schools need to treat

the arts with as much respect as they do such core subjects as math or reading (and explores why arts got relegated to "extra" status in the first place). Too many schools, she says, offer arts only as an extra, or extra-curricular activity. Instead, Davis writes, "The statement that schools make by including the arts in the curriculum is clear"—that they matter.

And they matter because they aren't like social studies, or biology, or English. For many students, the art studio, or band room, or theater, are the only places in school where they feel successful or valued for the talents they can contribute there.

Davis also suggests that the arts serve a valuable function by being a place where otherwise successful students fail—and that failure is as much a teachable moment as any success can be. I still remember my misery in art class, relegated to the back of the room where my pitiful efforts at copying the still life at the front were ignored or dismissed by our private school art teacher. Never mind that success came easily (perhaps too easily) in other areas; my failure as an art student helped me learn compassion for others' struggles in other areas, and taught me how to work hard for an uncertain outcome.

As Davis writes, "Why this emphasis on success as the optimal and necessary outcome? Do we learn and grow from our successes? Can we ever realistically assess our performance if we fear mistakes and failure? Don't all our children deserve the opportunity to experience failure in a medium that invites revision and growth? The arts offer children positive experiences with failure, invaluable experiences with setting the bar higher than we can reach, with knowing that the passion lies in the attempt, not the realization, that failure can be clarifying and generative, that 'failure' is part of a process in which I am involved, not a product that you can call me."

This book needs to be read by school leaders and administrators, as well as its obvious audience of arts teachers. With any luck, Davis's message will change the paradigm through which the arts have been seen in our education system, and a new conversation can take place#

## Calendar of Events February 2008

### Conferences

**GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY**  
19 West 44th Street, Suite 500  
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**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.

**2007-08 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 2008 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)

### Dyslexia Events & Workshops

**INTERNATIONAL DYSLEXIA ASSOCIATION**  
1 West 23rd Street, Suite 1527, New York, New York 10010  
Office Telephone: 212.691.1930; Office Fax: 212.633.1620  
[www.NYBIDA.org](http://www.NYBIDA.org)

Thursday, February 7, 2008: Learn to Advocate with Nelson Mar, Esq., Bronx Legal Services  
Location: New York Branch International Dyslexia Assoc. 71, West 23rd St. Suite 1527, New York, New York  
Time: 6:30 to 8:00 pm, Registration call (212) 691 1930 x 12 or email [info@nybida.org](mailto:info@nybida.org)

Tuesday, February 12, 2008: Support group for adults with dyslexia.  
Location: New York Branch International Dyslexia Assoc. 71, West

23rd St. Suite 1527, New York, New York  
Time: 6:45 to 8:00 pm, Registration call (212) 691 1930 x 12

Thursday, February 28, 2008: Workshop: Dyscalculia/ Math Learning Disability: Defining, Diagnosing and Helping with Dr. Edward Petrosky, Licensed Psychologist.  
Location: New York Branch International Dyslexia Assoc. 71, West 23rd St. Suite 1527, New York, New York  
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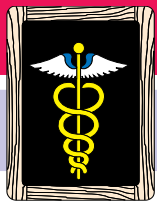
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# MEDICAL UPDATE



New York City • February 2008  
FOR PARENTS, EDUCATORS & STUDENTS

• 22

## SCIENTISTS IDENTIFY BRAIN ABNORMALITIES UNDERLYING KEY ELEMENT OF BORDERLINE PERSONALITY DISORDER

Using new approaches, an interdisciplinary team of scientists at New York-Presbyterian Hospital/Weill Cornell Medical Center in New York City has gained a view of activity in key brain areas associated with a core difficulty in patients with borderline personality disorder—shedding new light on this serious psychiatric condition.

“It’s early days yet, but the work is pinpointing functional differences in the neurobiology of healthy people versus individuals with the disorder as they attempt to control their behavior in a negative emotional context. Such initial insights can help provide a foundation for better, more targeted therapies down the line,” explains lead researcher Dr. David A. Silbersweig, the Stephen P. Tobin and Dr. Arnold M. Cooper Professor of Psychiatry and Professor of Neurology at Weill Cornell Medical College, and attending psychiatrist and neurologist at New York-Presbyterian Hospital/Weill Cornell Medical Center. The findings are featured in the *American Journal of Psychiatry*.

Borderline personality disorder is a devastating mental illness that affects between 1 to 2 percent of Americans, causing untold disruption of patients’ lives and relationships. Nevertheless, its underlying biology is not very well understood. Hallmarks of the illness include impulsivity, emotional instability, interpersonal difficulties, and a preponderance of negative emotions such as anger—all of which may encourage or be associated with substance abuse, self-destructive behaviors and even suicide.

“In this study, our collaborative team looked specifically at the nexus between negative emotions and impulsivity—the tendency of people with borderline personality disorder to ‘act out’ destructively in the presence of anger,” Dr. Silbersweig explains. “Other studies have looked at either negative emotional states or this type of behavioral disinhibition. The two are closely connected, and we wanted to find out why. We therefore focused our experiments on the interaction between negative emotional states and behavioral inhibition.”

Advanced brain-scanning technologies developed by the research team made it possible to detect the brain areas of interest with greater sensitivity. “Previous work by our group and others had suggested that an area at the base of the brain within the ventromedial prefrontal cortex was

key to people’s ability to restrain behaviors in the presence of emotion,” Dr. Silbersweig explains.

Unfortunately, tracking activity in this brain region has been extremely difficult using functional MRI (fMRI). “Due to its particular location, you get a lot of signal loss,” the researcher explains. However, the Weill Cornell team used a special fMRI activation probe that they developed to eliminate much of that interference. This paved the way for the study, which included 16 patients with borderline personality disorder and 14 healthy controls.

The team also used a tailored fMRI neuropsychological approach to observe activity in the subjects’ ventromedial prefrontal cortex as they performed what behavioral neuroscience researchers call “go/no go” tests. These rapid-fire tests require participants to press or withhold from pressing a button whenever they receive particular visual cues. In a twist from the usual approach, the performance of the task with negative words (related to borderline psychology) was contrasted with the performance of the task when using neutral words, to reveal how negative emotions affect the participants’ ability to perform the task.

As expected, negative emotional words caused participants with borderline personality disorder to have more difficulty with the task at hand and act more impulsively—ignoring visual cues to stop as they repeatedly pressed the button. But what was really interesting was what showed up on fMRI. “We confirmed that discrete parts of the ventromedial prefrontal cortex—the subgenual anterior cingulate cortex and the medial orbitofrontal cortex areas—were relatively less active in patients versus controls,” Dr. Silbersweig says. “These areas are thought to be key to facilitating behavioral inhibition under emotional circumstances, so if they are underperforming that could contribute to the disinhibition one so often sees with borderline personality disorder.”

At the same time, the research team observed heightened levels of activation during the tests in other areas of the patients’ brains, including the amygdala, a locus for emotions such as anger and fear, and some of the brain’s other limbic regions, which are linked to emotional processing. “In the frontal region and the amygdala, the degree to which the brain aberrations occurred was closely correlated to the degree with which patients

with borderline personality disorder had clinical difficulty controlling their behavior, or had difficulty with negative emotion, respectively,” Dr. Silbersweig notes.

The study sheds light not only on borderline personality disorder, but on the mechanisms healthy individuals rely on to curb their tempers in the face of strong emotion. Still, patients struggling with borderline personality disorder stand to benefit most from this groundbreaking research. An accompanying journal commentary labels the study “rigorous” and “systematic,” and one of the first to validate with neuroimaging what scientists had only been able to guess at before.

“The more that this type of work gets done, the more people will understand that mental illness is not the patient’s fault—that there are circuits in the brain that control these functions in humans and that these disorders are tied to fundamental disruptions in these circuits,” Dr. Silbersweig says. “Our hope is that such insights will help erode the stigma surrounding psychiatric illness.” The research could even help lead to better treatment.

As pointed out in the commentary, the research may help explain how specific biological or psychological therapies could ease symptoms of

borderline personality disorder for some patients, by addressing the underlying biology of impulsivity in the context of overwhelming negative emotion. The more scientists understand the neurological aberrations that give rise to the disorder, the greater the hope for new, highly targeted drugs or other therapeutic interventions.

“Going forward, we plan to test hypotheses about changes in these brain regions associated with various types of treatment,” Dr. Silbersweig says. “Such work by ourselves and others could help confirm these initial findings and point the way to better therapies.”

This work was funded by the Borderline Personality Disorder Research Foundation and the DeWitt Wallace Fund of the New York Community Trust.

Co-researchers include senior author Dr. Emily Stern, as well as Dr. John F. Clarkin, Dr. Martin Goldstein, Dr. Otto F. Kernberg, Dr. Oliver Tuescher, Dr. Kenneth N. Levy, Dr. Gary Brendel, Dr. Hong Pan, Dr. Manfred Beutel, Dr. Jane Epstein, Dr. Mark F. Lenzenweger, Dr. Kathleen M. Thomas, Dr. Michael I. Posner, and Michelle T. Pavony—all of New York-Presbyterian Hospital/Weill Cornell Medical Center. #

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## National Memorial Seeking Educators for Fellowship Program

The Oklahoma City National Memorial & Museum invites educators from across the country to participate in a five-day fellowship at the museum in Oklahoma City, June 22-27, 2008.

The Educator Fellowship Program at the Oklahoma City National Memorial & Museum provides educators from across the United States an opportunity to study the events of April 19, 1995, and understand the impact of violence, the senselessness of using violence as a means to effect change and the importance of personal responsibility. Using what they learn, participants will create and use in their subject or program area lesson plans that promote nonviolent problem solving and conflict resolution as well as respect for self and others.

The Memorial Fellows will participate in a variety of activities geared toward helping them incorporate lessons learned in Oklahoma City about the impact of terrorism into their own lesson plans. Applications for the program must be postmarked by December 21, 2007, and participants will be notified February 1, 2008.

The Memorial Fellows will participate in workshops, tours and other sessions during the fellowship, which will be held at the memorial and museum. Last year, teachers from California, Michigan, Missouri, New Hampshire, South Carolina, South Dakota, Texas and Utah participated in the program. Their subject areas included American literature, English, reading, American Constitution and citizenship, world civilizations, social studies, U.S. history, technology integration, communication arts, dramatic arts, and history. Years of teaching ranged from three to 32, and five had more than 20 years experience in the classroom.

"The fellowship was emotionally moving, gripping, and eye opening. From the opening activities, bringing in a counselor to talk about our reactions, to the private tour of the memorial with (Memorial designer) Hans Butzer, it was above and beyond my expectations," said Renee Semik, 2007 Memorial Fellow and Freshman Seminar and Advanced Placement US History teacher at Santa Monica High School in Hermosa Beach, Calif. "This fellowship raised the bar and I doubt another professional opportunity will be able to compete with the content I learned, support we all received, and all the materials we were given."

Applications for the Teacher Fellowship Program are available on the memorial's web site at [www.oklahomacitynationalmemorial.org](http://www.oklahomacitynationalmemorial.org). All applications must be returned to Lynne Roller, Deputy Director, Oklahoma City National Memorial & Museum, PO Box 323, Oklahoma City, OK 73101, and postmarked by December 21, 2007. The Memorial's Educator Fellowship Program is made possible through the generous support of JPMorgan Chase.

The Oklahoma City National Memorial & Museum was created to honor "those who were killed, those who survived and those changed forever" by the 1995 bombing of the Alfred P. Murrah Federal Building in Oklahoma City. The Memorial and Museum are dedicated to educating visitors about the impact of violence, informing about events surrounding the bombing, and inspiring hope and healing through lessons learned by those affected.

For more information on the Oklahoma City National Memorial & Museum, call (888) 542-HOPE or visit [www.oklahomacitynationalmemorial.org](http://www.oklahomacitynationalmemorial.org). #

## HIGH-NEED SCHOOLS PARTICIPATE IN SCHOOL-WIDE PERFORMANCE PAY PROGRAM

Chancellor Joel I. Klein and United Federation of Teachers President Randi Weingarten announced recently that more than 200 high-need schools will participate in New York City's first-ever school-wide performance bonus program and that \$15 million in private funds have been committed to date to support this initiative. Of the approximately 240 schools serving some of the City's most challenging students that were invited to participate in the program, 205, or 86%, elected to participate through a vote of school staff represented by the United Federation of Teachers (UFT) and the principal's agreement. Educators at the participating schools, which are located throughout the City and serve students at every grade-level, will receive monetary bonuses if their schools meet progress report goals based mainly on student achievement. A total of \$20 million in private funds will be raised to support the initiative in 2007-08. Chancellor Klein and UFT President Weingarten announced that The Eli and Edythe Broad Foundation, The Robertson Foundation, and The Partnership for New York City have already committed a total of \$15 million in private funds to support the initiative.

"I am very pleased that the overwhelming majority of schools invited to participate in this groundbreaking program have opted to participate," Chancellor Klein said. "That so many schools want to participate demonstrates how important it is to provide tangible rewards for those performing the hard work of helping our neediest students succeed while also promoting collaboration among teachers, principals, and other school staff."

"I am gratified that The Broad Foundation, The Partnership for New York City, and The Robertson Foundation have agreed to generously support this critical initiative. Without their support, we would not be able to launch an initiative that I believe will benefit schools, staff, and, most of all, students."

"Teachers already work extraordinarily hard. What we hope the school-wide bonus program accomplishes is, first, to promote collaboration; second, to acknowledge the contribution every school staff member makes to students' success; and, third, to motivate principals to provide the support and conditions required for the success of all students," UFT President Weingarten said. "The program provides an opportunity to demonstrate what can be achieved when educators are encouraged to work together."

As of December 21, each school that opted into the program selected a four-member "compensation committee" comprised of the school principal, a designee of the principal, and two staff members represented by the UFT who were elected by UFT members at each participating school. The compensation committee decided, by consensus, how to distribute the funds among teachers and other UFT-represented employees at the school. Schools meeting progress report targets receive a bonus pool equivalent to \$3,000 per full-time UFT member at the school. Schools that meet at least 75% of progress report goals will receive a bonus pool equal to \$1,500 per full-time UFT member. The compensation committee may decide to distribute the funds evenly to all UFT members, or it can differentiate bonuses

by job title or based on individual contributions. Schools will learn whether they have met their student achievement targets in Fall 2008.

In November, roughly 15% of all New York City public schools were invited to participate in the pilot school-wide performance program. Schools were randomly selected from a pool of high-need schools with eligibility based on the same factors used in creating Progress Report peer groups: average proficiency ratings on 4th-grade State English Language Arts and Math exams for middle schools; 8th-grade exams for high schools; poverty rates, student demographic characteristics, percent of English Language Learners and Special Education students for elementary schools.

The funds for the educator bonuses are being raised privately in the first year of the program. The Eli and Edythe Broad Foundation and the Robertson Foundation have each committed \$5 million to the City's school-wide bonus program. This is the largest amount that The Broad Foundation has contributed to a teacher performance pay initiative. The Partnership for New York City has also committed funds to support the program. Next year, the program will expand to more than 400 schools, or roughly 30% of schools, and will be publicly funded. This pool is separate from any monies for collective bargaining.

"A system of professional compensation is essential for high performing school systems like New York City," said Eli Broad, entrepreneur and founder of The Broad Foundation. "This historic partnership between the Department of Education and the UFT underscores the significant progress New York City has made and its ongoing commitment to educate every student. Virtually every other industry compensates its highest performers, which serves as an incentive to improve individual and organization performance. In this case, improved student achievement is the most valuable accomplishment that must be rewarded." #

"The city's business community has long advocated financial incentives to recognize and reward outstanding performance by professionals who work in the most challenging schools, so we are pleased to support this innovative approach to incentive pay," said Kathryn Wylde, President & CEO of the Partnership for New York City. #

## Free Teaching Resources: African American History & More

By KIRK WINTERS

### African American History Month

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[http://free.ed.gov/resource.cfm?resource\\_id=2022](http://free.ed.gov/resource.cfm?resource_id=2022)

### Let Your Motto Be Resistance: African American Portraits

Presents photos of 100 famous and influential African Americans, from with Frederick Douglass and to Wynton Marsalis. Each portrait includes a brief biography.

Reading, math, earth science and other sciences, volcanoes, foreign languages, starting a business, and John Philip Sousa are among the topics of new resources at FREE, the website that makes teaching resources from federal agencies easier to find: <http://www.free.ed.gov/>

### Arts & Music

*March King: John Philip Sousa* features printed music, manuscripts, historical recordings of the Sousa Band, programs and press clippings, and photos from the 10,000 items that comprise the Sousa Collection at the Library of Congress. (Library of Congress) [http://www.free.ed.gov/resource.cfm?resource\\_id=1998](http://www.free.ed.gov/resource.cfm?resource_id=1998)

### Foreign Languages

*Teacher Workshops: Foreign Languages* provides presentations and handouts on teaching Arabic, Chinese, Hindi, Russian, and Spanish. Topics include assessments, classroom activities, culture, interpersonal communication, journal writing, modern methods for teaching all languages, vocabulary, and more. (Department of Education) [http://www.free.ed.gov/resource.cfm?resource\\_id=2000](http://www.free.ed.gov/resource.cfm?resource_id=2000)

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### Business

*Small Business Administration* presents brief (30-minute) online courses on how to start a business, develop a business plan, find start-up funding, assess financial needs, manage cash flow, conduct a marketing analysis, build your brand, build a website for e-commerce, ensure computer security, do business internationally, plan for retirement, and more. Some courses require online registration. (Small Business Administration) [http://www.free.ed.gov/resource.cfm?resource\\_id=1997](http://www.free.ed.gov/resource.cfm?resource_id=1997)

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*Teacher Workshops: Math* offers presentations and handouts from workshop sessions on teaching algebra, algorithms, computation, data collection, cooperative learning, decimals and fractions, density, geometry, integers, linear equations, multiplication and division, nature and mathematics, polynomials, problem solving in a primary classroom, vocabulary in math, word problems in elementary math, and more. (Department of Education)

[http://www.free.ed.gov/resource.cfm?resource\\_id=2001](http://www.free.ed.gov/resource.cfm?resource_id=2001)

### Reading

*Teacher Workshops: Literacy* provides presentations and handouts from workshop sessions on teaching reading, comprehension, vocabulary and writing in every classroom, struggling adolescent readers, narrative writing, expository compositions, persuasive writing, reading and writing in math and science, reading and writing for limited English proficient students, literature and the arts, and more. (Department of Education)

[http://www.free.ed.gov/resource.cfm?resource\\_id=1999](http://www.free.ed.gov/resource.cfm?resource_id=1999)

*Kirk Winters is a member of the U.S. Department of Education.* #

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