

EDUCATION UPDATE

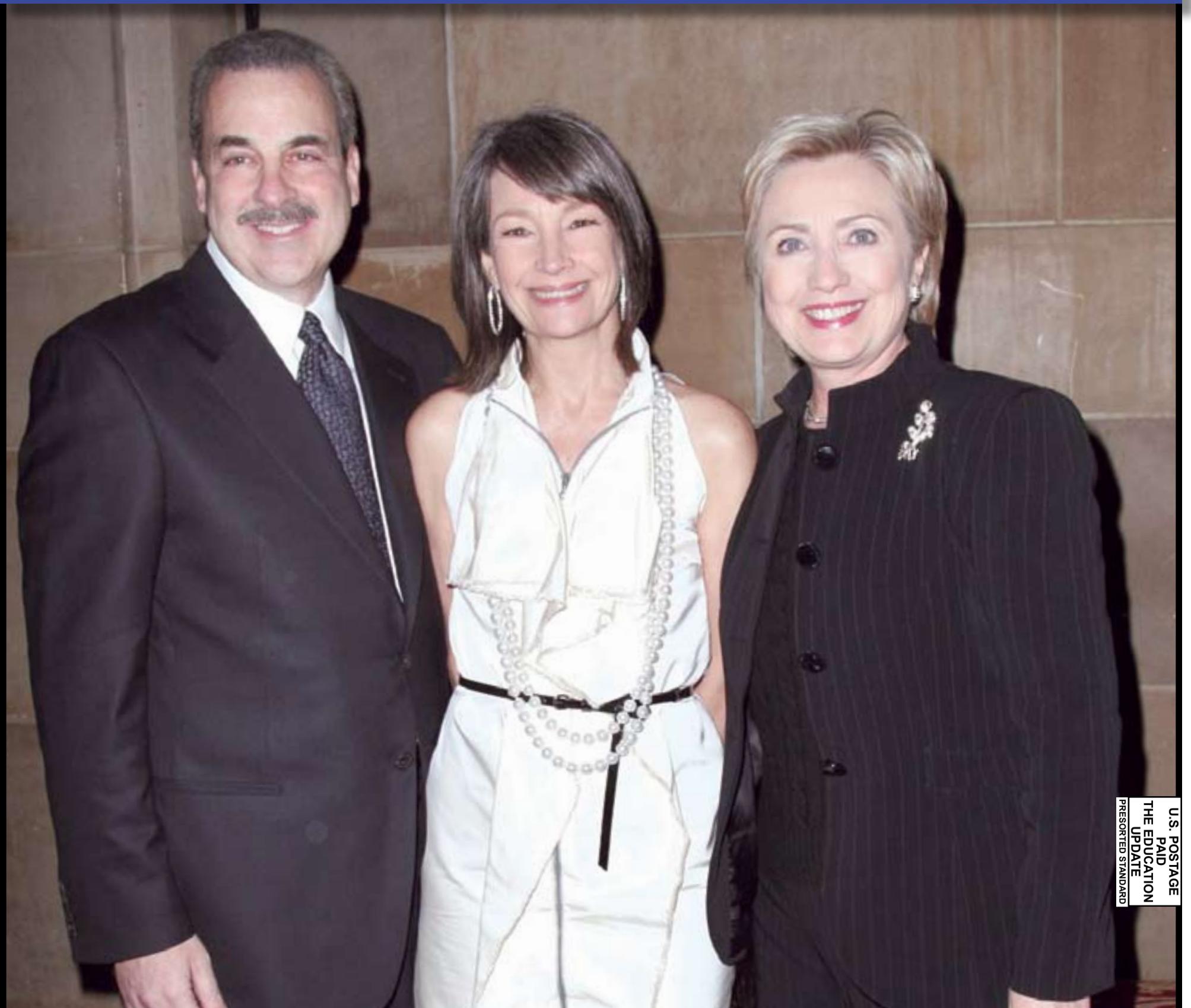
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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GUEST EDITORIAL

Physician, Heal Thyself!

BY SCOTT NOPPE-BRANDON

Ah, the golden days—the 50s, the 60s, even the early 70s—when the arts were firmly enshrined in the curriculum of public schools across our nation. It was all so much better then, wasn't it? Perhaps it is because, as another year winds down, I grow impatient with mooning over the past; perhaps it is because of Allan Kozinn's Christmas Day article in *The New York Times*, which pleads for a renewal of arts in education, and briefly mentions Lincoln Center Institute as one of the organizations doing good work in this sphere—but I feel like shouting: "Let's get it together, already!"

Yesterday will never be again, but we have all the makings of a bright new era in our hands, and surely this is more exciting than repackaging what once was. At no other time in American history has education experienced the concern, ideas, and influence of so many divisions of our society beyond education itself, including politics, economy, and industry. No state of the union—good or bad—throughout the 20th century and into this one has created the present conditions, in which a dramatic and complete rethinking of the basic values that frame our educational discussion is both needed and possible. And that includes, perhaps for the first time in any real way, the role of the arts.

It is a quaint legend that in those good old days everyone loved how the arts were taught in the schools. During my 20 years at Lincoln Center Institute, countless business leaders, elected officials, and philanthropists have confided, in an informal moment and with a sheepish grin, "you know, I hated being forced to play an instrument. Gosh, I stunk at it!" Yet it is true—and extremely important—that the arts became a major part of the lives of these same men and women. In other words, teaching a student to play an instrument is one thing (no, Lincoln Center Institute does not do that); teaching all students, not just those who are already interested in the arts, that dance, music, theater, painting, and all other art forms open unsuspected doors to a life well lived, is another: and yes, Lincoln Center Institute does do that. That is why I feel such excitement for the chance that the arts will finally be recognized for their vital role within our lives, be it in school or out of school.

We are witnessing a unique convergence of factors that can make this come true. The single greatest transition of teaching and administrative staff in education within the past 50 years, and most likely within the next 50, is taking place. We are finally waking up to the flaws, fatal in many ways, in our thinking that confused the necessity for more accountability in education (the positive side of NCLB) with standardization and over-testing, known far and wide as the negative side of NCLB. Both political camps favor accountability and are determined to make our educational systems more transparent and more accountable for its actions—and that is a good thing. We, the progressives, have liked ourselves a bit too much over the past few decades and somehow we have wound up in an educational crisis within our urban areas. Perhaps it is time to tell ourselves: physician, heal thyself!

There is brain and maturity drain through attrition, myopic focus on over testing, low achievement rates fostered by unmotivated teachers, and students entering the workforce while lacking basic skills and capacities, let alone the imaginative and creative capacities demanded with growing anxiety by the many professions that need to hire these 21st-century thinkers and doers. The Senate, in one of the few bipartisan efforts of recent years, passed the America Competes Act 88-8! The bill calls for a major new emphasis on the STEM subjects (science, technology, engi-



neering, and mathematics) within our nations schools.

Hmmm—where are the arts then, and why am I not just enthusiastic but extremely hopeful about the role of the arts within education? Because if you add up all of the above, it is clear that we need creative and imaginative people in the workforce. Not just a few in the best jobs, but in the jobs across the economic spectrum. I fully subscribe to the notion that imagination, creativity, and innovation must be seen as essential and basic aspects of

the architecture of American society in the current century. Even the 9/11 Commission, under the chapter "Institutionalizing Imagination," called for making imagination a skill in the service of the nation by claiming that it must be routinized, even bureaucratized. Can there be a better reality check?

With all this in mind, allow me to state unequivocally: the progress of our society depends on imagination being nurtured as a skill in the classrooms, and the access to the imagination is not possible if we marginalize the arts. Simple and true. The marginalization must not happen and it certainly will not happen if we in the arts make sure that our work is relevant, even essential, to the educational needs of today. By that I mean that our focus must be the student, not the cultural institutions, the unions, or the elected officials. If it is a fact that the students are the future, then surely education must be instrumental in the building of that future if it is to be a part of it.

What can be done to make the arts part of education, relevant and productive? First, dispense with short-term feel-good work and audience development dressed as education: make the work truly educational and clearly understandable to all. We must define its educational and philosophical roots just as every other subject in education is required to be. TERC math, Whole Language, Phonics, Lucy Caulkins, multiple intelligences, backward mapping—all of these and other educational methods have a stated mission that both explains and defends its structure. Only in the arts do we—schools, policy makers, cultural organizations, etc.—believe it is sufficient to just do it. We are not a field or a profession. We do not build on the work of others. So arts group after arts group has a contract to provide "services" to the schools. It is not good enough to be a service provider; we must be educational partners and concept definers, so that the partnership can truly be a joined arts-and-education effort. My former mentor, Mark Schubart, believed that funding organizations in the arts should fund arts organizations to present high-quality, fully realized performances for school audiences and leave the educational aspect of the work to those organizations that can study it, improve on it, and discuss its educational philosophy.

Next, we need to build the infrastructure to pull off the kind of partnerships that are necessary to make this work. School systems should support the hiring of arts teachers along with spending funds on building the infrastructure required by the outside of school organizations that seriously work in an educational context, not merely as service providers. The school system must decide when it creates relationships with outside community organizations whether the effort is vendor-based or education-based.

Excellence: it is a standard that should be aspired to by everyone. It is non-partisan, it is inspirational, and with hard work, achievable. As I've said before, to those who objected that public education in urban centers is not rocket science: you're right, it is harder. But why not shoot for the moon? #

Scott Noppe-Brandon is Executive Director of The Lincoln Center Institute.

THE DEAN'S COLUMN

THE BEAUTIFUL MAGIC SQUARE

By DR. ALFRED S. POSAMENTIER

In the spirit of the season, we offer you some recreation in mathematics. This should serve to motivate the uninitiated to this beautiful subject!

There are entire books written about magic squares* of all kinds. There is one magic square, however, that stands out from the rest for its origin and the many properties it has beyond those required for a square matrix of numbers to be considered "magic." This magic square even comes to us through art, and not through the usual mathematical channels. It is depicted in the background of the famous engraving produced in 1514 by the renowned German artist Albrecht Dürer (1471–1528), who lived in Nürnberg, Germany.



A magic square is a square matrix of numbers, where the sum of the numbers in each of its columns, rows, and diagonals is the same. Just for practice, you might have your students try to construct a 3 by 3 magic square. Here is the solution (for your convenience).

4	9	2
3	5	7
8	1	6

You might then ask them to construct a 4 by 4 magic square**. After they have had ample time to try to construct this magic square, begin the discussion of the Dürer square. Most of Dürer's works were signed by him with his initials, one over the other with the year in which the work was made included there. Here we find it near the lower right side of the picture. We notice that it was made in the year 1514. Astute students may notice that the two center cells of the bottom row depict the year as well. Let us look at this magic square more closely.

16	3	2	13
5	10	11	8
9	6	7	12
4	15	14	1

First, let's make sure that it is a magic square. The sum of all the rows, all the columns, and the two diagonals must be equal. Well, they are, each having a sum of 34. So that is all that would be required for this square matrix of numbers to be considered a "magic square." However, this "Dürer Magic Square" has lots more properties that other magic squares do not have. We shall list some here:

•The four corner numbers have a sum of 34.

$$16 + 13 + 1 + 4 = 34$$

•Each of the four corner 2 by 2 squares has a sum of 34.

$$16+3+5+10 = 34$$

$$2+13+11+8 = 34$$

$$9+6+4+15 = 34$$

$$7+12+14+1 = 34$$

•The center 2 by 2 square has a sum of 34.

$$10 + 11 + 6 + 7 = 34$$

•The sum of the numbers in the diagonal cells equals the sum of the numbers in the cells not in the diagonals.

$$16+10+7+1+4+6+11+13 =$$

$$3+2+8+12+14+15+9+5 = 68$$

•The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers not in the diagonal cells.

$$16^2+10^2+7^2+1^2+4^2+6^2+11^2+13^2 =$$

$$3^2+2^2+8^2+12^2+14^2+15^2+9^2+5^2=748$$

•The sum of the cubes of the numbers in the diagonal cells equals the sum of the cubes of the numbers not in the diagonal cells.

$$16^3+10^3+7^3+1^3+4^3+6^3+11^3+13^3 =$$

$$3^3+2^3+8^3+12^3+14^3+15^3+9^3+5^3=9,248$$

•The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the first and third rows.

$$16^2+10^2+7^2+1^2+4^2+6^2+11^2+13^2 =$$

$$16^2+3^2+2^2+13^2+9^2+6^2+7^2+12^2=748$$

•The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the second and fourth rows.

$$16^2+10^2+7^2+1^2+4^2+6^2+11^2+13^2 =$$

$$5^2+10^2+11^2+8^2+4^2+15^2+14^2+1^2=748$$

•The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the first and third columns.

$$16^2+10^2+7^2+1^2+4^2+6^2+11^2+13^2 =$$

$$16^2+5^2+9^2+4^2+2^2+11^2+7^2+14^2=748$$

The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the second and fourth columns.

$$16^2+10^2+7^2+1^2+4^2+6^2+11^2+13^2 =$$

$$3^2+10^2+6^2+15^2+13^2+8^2+12^2+1^2=748$$

•Notice the following beautiful symmetries:

$$2 + 8 + 9 + 15 = 3 + 5 + 12 + 14 = 34$$

$$2^2+8^2+9^2+15^2=3^2+5^2+12^2+14^2=374$$

$$2^3+8^3+9^3+15^3=3^3+5^3+12^3+14^3=4624$$

•The sum of each adjacent upper and lower pair of numbers (vertically) produces a pleasing symmetry:

16+5 = 21	3+10 = 13	2+11 = 13	13+8 = 21
9+4 = 13	6+15 = 21	7+14 = 21	12+1 = 13

•The sum of each adjacent upper and lower pair of numbers (horizontally) produces a pleasing symmetry:

16+3 = 19	2+13 = 15
5+10 = 15	11+8 = 19
9+6 = 15	7+12 = 19
4+15 = 19	14+1 = 15

Can your students find some other patterns in this beautiful magic square? The hunt will surely be enjoyable!

*Two books to be recommended are: *New Recreations with Magic Squares*, W. H. Benson, and O. Jacoby (New York: Dover, 1976) and *Magic Squares and Cubes*, W. S. Andrews, (New York: Dover, 1960). A concise treatment can be found in *Teaching Secondary School Mathematics: Techniques and Enrichment Units*, 7th Edition, A. S. Posamentier and J. Stepelman (Upper Saddle River, NJ: Prentice Hall/Merrill, 2006), pp. 240-242.

**A 4 by 4 magic square is usually constructed by writing the numbers from 1 to 16 in proper order, row by row, and then striking out the numbers in the two diagonals. Each of these struck out numbers is then to be replaced by its complement, that is, the number which when added to it yields a sum of 17 (one greater than the number of cells). However, the Dürer square interchanged the two middle columns to get the date of the etching in the two bottom center cells.

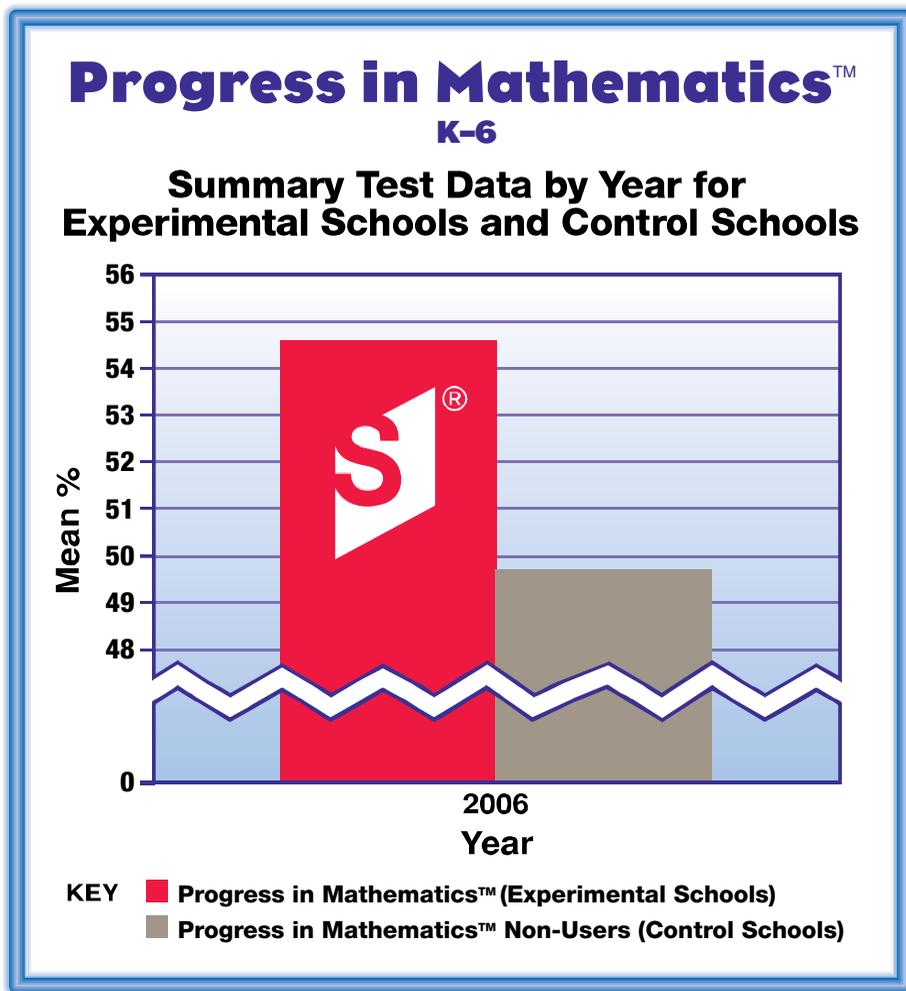
Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including *Math Wonders to Inspire Teachers and Students* (ASCD, 2003) and *Math Charmers: Tantalizing Tidbits for the Mind* (Prometheus, 2003), and member of the NYS Standards Committee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

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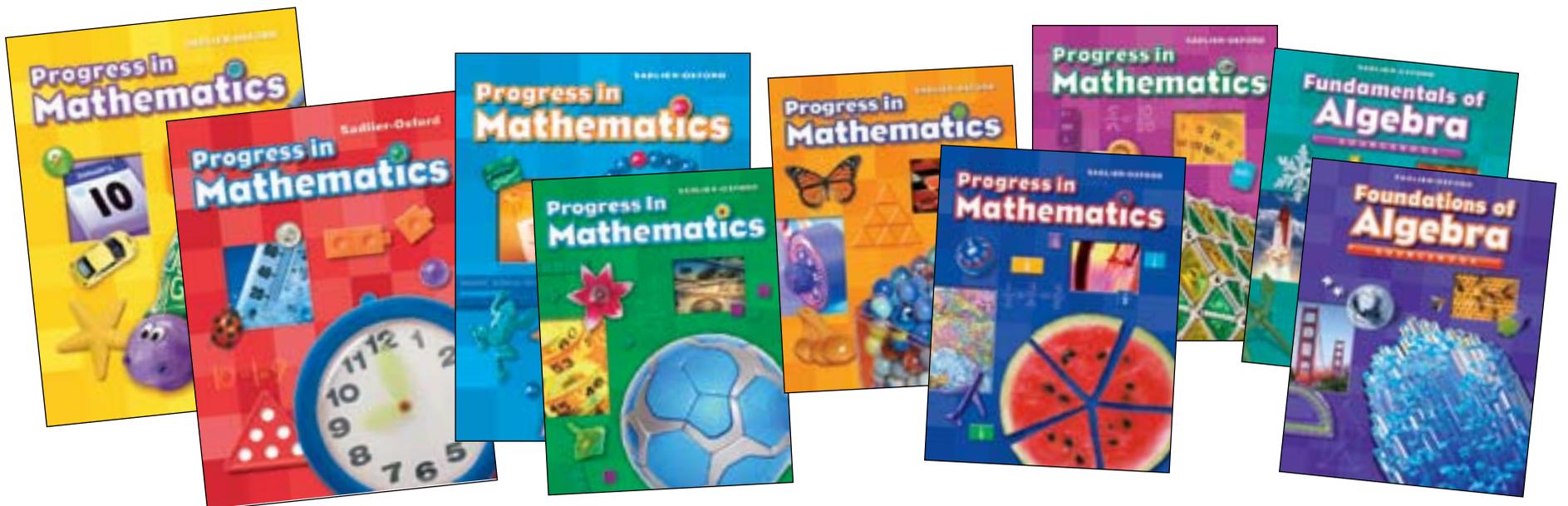


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Grace Outreach Helps High School Dropouts Get GED Degrees



(L-R) Margaret Grace, Founder & President & Darlene Jeris, Executive Director

By EMILY SHERWOOD, Ph.D.

In Zaukema Blanding's math class, students are poring over their math homework with intense concentration, scrutinizing conversion tables and double-checking their fractions. A brightly colored "hot seat" in the front of the class, currently unoccupied, will be the prize for the student who aces her homework that day. But this is no ordinary school: there are no bells that signal class times, and the students, all of them girls, are well out of their teens. Many are single parents.

Nestled in the heart of the Mott Haven section of the Bronx, where a staggering 46 percent of families live below the poverty level and only 41 percent of adults has a high school education or higher, the "school" is a nonprofit enterprise known as Grace Outreach, and it's helping low-income women earn their high school General Equivalency Diploma (GED) through a free program of instruction in math, reading and writing. "I think of this as a second chance charter school," explains Executive Director Darlene Jeris, an MBA who previously worked as a special assistant to former IBM CEO Louis Gerstner. "We are the only privately-funded all-women's GED program in the country." As such, the program has the flexibility to hire and fire its teachers and to individualize its curriculum (students fall into A, B, or C-level classes depending upon their readiness for the GED exam) so as to get the women through high school and on with their lives as quickly as possible.



Triumph for a recent grad

"How do you get out of the welfare system? There's only one way: education. That's how you get sustainable growth," explains Grace Outreach President Margaret Grace, who founded the program in 2004 and now boasts over 200 GED graduates to date. But Grace and her colleagues don't stop with the GED diploma, or the festive graduation ceremony that they hold each June, complete with white caps and gowns, red roses, and a full buffet dinner. The second cornerstone of Grace Outreach's program is to help each graduate pursue a personal career path that suits her

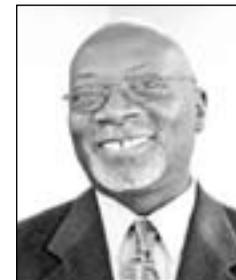
A LOOK AT PROGRESS REPORTS

By ERNEST LOGAN

The progress reports that were released last month by the Department of Education and which graded New York City Public Schools on a scale of A to F were borne of good intentions. They aimed to provide parents with an overall assessment of public schools by evaluating factors such as standardized test scores, graduation rates, attendance, and student progress. In the end, however, rather than making parents feel more confident in their children's schools or clearly identifying where improvements are needed, they instead generated skepticism and confusion. Sometimes good intentions can often be frustrated by poor execution. As with any new initiative, there will be issues that need to be addressed. Let us take the time NOW to ensure that next year, these reports will more accurately and fairly assess ALL New York City public schools.

We all agree a meaningful assessment of our schools, administrators and teachers is necessary to truly challenge this system and move our students forward. Although the concept of progress reports was a step in the right direction, many issues have emerged since their release. For example, the reports only assessed some public schools and not others. They also relied heavily on standardized test scores, grouped schools in an unclear way, and penalized schools where a large portion of students were performing at or above grade level. Schools with solid records of performance received below average grades.

We believe the progress reports should meet four basic challenges; they should be accurate, transparent, equitable and understandable. Progress reports are supposed to provide a clear



lens into our schools, not vague notions. Moving forward, we must make certain that progress reports will:

- Hold the entire New York City public school system accountable, including District 75, 79, K-2 & City-funded Charter schools.
- Encompass more than just standardized tests scores by looking at students "holistically".
- Measure schools by more than a single letter grade.
- Group schools fairly (including demographics, level of overcrowding and the number of Special Education and ELL students).
- Use data covering a minimum of three years to more accurately determine progress.
- Provide more opportunities for extra credit (especially for schools where students take college level courses).
- Coordinate with ongoing professional development on how to maintain, understand and analyze data.

Take into account any intervention that is needed for students entering High School at levels 1 & 2.

We also must ensure additional supportive services are provided to schools in need, and we must all work together to find the most effective tools to properly measure our schools and improve student achievement.#

Ernest Logan is the President of the Council of School Supervisors and Administrators.

needs and abilities, be it immediate employment, enrollment in a vocational training program, or enrollment in a community or four-year college. Zaukema Blanding's math students, all A-level women on-track to take their GED exams shortly, talk about their next steps with excitement and a pride borne of grit and determination: "I plan to go to a full-time college and become a police officer," says 23 year old Kinesha. Her classmates discuss aspirations that run the gamut from construction work, house painting and plastering, nursing, accounting, administrative work, and a commission with the U.S. Navy. "We all share the same goals. We all have children and we all want to do better for them. We're all pushing for each other to pass," sums up Kinesha.

Indeed, Jeris cites research indicating that the educational level of the parent is the single most important predictor of a child's educational level, underscoring that Grace Outreach will have a ripple effect far beyond its graduation rates. "We don't live in an economy any more where you can support yourself and become financially independent without education," she asserts. Among its many lessons, Grace Outreach hopes to instill in its graduates the confidence to move ahead with

their lives and tap into their potential to learn and make meaningful contributions to society. "The GED is one of many things they're going to do. It's not the end game," explains Jeris.

Margaret Grace is acutely aware that for every hundred women who graduate, there are hundreds more whose lives could be transformed by Grace Outreach. "One of our students has two cousins, a mother and a daughter who also need our help," she adds pointedly. With additional financial support, Grace would like to expand into other neighborhoods by opening low overhead centers that would allow more women to graduate from high school: "We don't want to be owned by the address; all you need are two good teachers to teach a group of 15 or 20 women," she adds with excitement. It's clear that Grace and her staff won't give up till they begin to make a meaningful dent in the needy South Bronx neighborhood they have chosen as their home, and that the women they serve, most of whom are the first in their families to graduate high school, are the unsung heroes in their lives: "So many individuals can be crippled by what lies before them. There are so many hurdles. But these women don't stop," she adds quietly.#

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Charles Malerich

Professor of Physical Chemistry



Mark Smiley

SEEK Program (Search for Education, Elevation & Knowledge)
B.A. in Biology, Baruch College, 2006
University of Pittsburgh School of Medicine, 2011
Jack Kent Cooke Graduate Scholarship (\$300,000 over six years)

Mark Smiley vowed to become a physician when he saw a friend shot dead. He joined Dr. Charles Malerich's research into blood protein components called metal porphyrins. That led to a two-year United Negro College Fund/Merck Science Scholarship for drug research and a federal postgraduate grant to study musculoskeletal injuries. Future plans: devising new orthopedic surgical techniques.



THE CELLULAR AGING TEAM

Dr. Karen Hubbard, right, explores the basic biology of how cells age and die. Shanaz Ghandhi, who came to CUNY from India to study with her, used a genomic approach to investigate a protein that interacts with a cancer-causing gene called HDM2. Their research could help explain the aging process and cure or prevent cancer. Dr. Hubbard has received more than \$3.8 million in research grants.

City College of New York

Karen Hubbard

Professor of Molecular Biology
Collaborates with
Memorial Sloan-Kettering
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MUSIC, ART & DANCE

Sarah Johnson Brings New Musical Perspectives to Carnegie Hall



By JOAN BAUM, Ph.D

Only eight months into her new job as Director of The Weill Music Institute at Carnegie Hall (WMI), Sarah Johnson, full of energy and excitement about implementing plans for the 2008-9 season—"I wish I could say more right now but..." nonetheless, waiting for final decisions to be made, is eager at least to identify now some areas of interest. "Teaser" information includes advancing education initiatives, moving on strengthening community connections in all five boroughs, as well as NJ and Westchester County, and developing creative, skills-based and integrated sequential curricula for grades K-12. Future seasons will also see programs that will bring together more educators for discussions at Carnegie Hall and ensure that their efforts are recognized.

On the very mid-December day *Education Update* caught up with Ms. Johnson, The New York Times announced that from September 24 to December 13, Carnegie Hall and The New York Philharmonic will present a series of 30 concerts, film screenings, panel discussions and other events to observe the 90th birthday of Leonard Bernstein and the 50th anniversary of his appointment as the orchestra's music director. Central in these festivities will be Marin Alsop's direction of student choruses performing alongside the Baltimore Symphony Orchestra, in October, in a presentation of Bernstein's "Mass" at The United Palace Theater in Washington Heights. An educational project connected with this spectacular event, Ms. Johnson notes, will include middle school and high school students performing pieces they have created in response to themes about the "Mass" and excerpts of the "mass" at Carnegie Hall's Zankel Hall.

Of course, plans for WMI also extend to renovation of the physical layout. The studio towers, Ms. Johnson says, will undergo renovation that will allow WMI to bring all of its programs under one roof, as well as provide greater opportunity for artists to interact with students and audiences. There will also be more rehearsal space and practice rooms that will give greater

presence to young, emerging musicians involved in the year-old Academy Program, a collaboration between Carnegie Hall, The Juilliard School and WMI, in partnership with the New York City Department of Education. What an extraordinary association! Dedicated to serving recent post-graduate musicians interested in arts education and community outreach, this two-year fellowship initiative provides recent graduates with performance opportunities, advanced musical training, and intensive teaching instruction and experience. The graduates, who give performances at Carnegie Hall and Juilliard, and at other concert halls in NYC and NYS, hail from some of the most prestigious musical institutions in the country, including The Curtis Institute of Music, Eastman School of Music, New England Conservatory, San Francisco Conservatory, Stony Brook University, and Yale School of Music.

While the Academy Program is a great opportunity for these new artists-in-residence at Carnegie Hall, it is also a boon for NYC public school students who are able to meet Academy Fellows coming to their school for one and a half days a week, for 24 weeks, to work alongside school music teachers. Here, Ms. Johnson hopes, they will work with music and classroom teachers to contribute to the making of a new generation of music lovers and concert attendees, not to mention the making of a new generation of professional musicians who are equipped with a broad range of skills and dedicated to creating cultural change by inspiring a sense of the importance of supporting classical music. Such hopes come naturally to Ms. Johnson, who has a bachelor's and master's degree in oboe from Juilliard, and is a founding member of Ariel Winds, a quintet dedicated to educational outreach. Before coming to WMI, she served as Director of Education and Community Partnerships at The Philadelphia Orchestra and as Program Associate for educational outreach at the 92nd Street Y, not to mention many other related positions where she was and continues to be a key player in education awareness programs locally, nationally and abroad. #

SCHOOL FOR STRINGS CONTINUES TO VIBRATE AS SUZUKI-BASED MUSIC SCHOOL



By JOAN BAUM, Ph.D

Though it's been a few years since Charles Osgood featured The School for Strings (SFS) on CBS, nothing's changed at this jewel of a children's music school. In fact, nothing's really changed in the school's 38 years of existence—which is the way its focused but wonderfully relaxed director Alexander "Sasha" Yudkovsky wants it (well, he wouldn't mind roomier quarters and being able to offer lessons tuition free or at least more scholarships). Like the school's founder, an early Suzuki enthusiast, who's still playing and teaching at 91, violinist, Louise Behrend, whom Mr. Yudkovsky credits as his mentor, Russian-born Yudkovsky, who came to this country as a 14-year old cellist, and who has no problem answering to "Sasha," wants SFS to remain small and intimate. It's essential, he says, for him to know every student, from the age of two and a half on, and to know their parents.

He's not interested in fame that leads to expansion or development. It was CBS who came to SFS, he points out, not the other way around. Charles Osgood noted why: his own five children had been students at the school and absolutely loved the experience. His wife pointed out how she would travel with their growing quintet over the years, spending four out of five days a week at the school. The participation of parents, Sasha notes, is a basic requirement of SFS, regardless of a youngster's level or ability to play. Parents must attend classes with their children, learn the instrument their children choose and pursue practice and music appreciation at home. That's parents, not grandparents, nannies or caregivers. Hard on working mothers and fathers? No doubt, but somehow they make it. Thousands of youngsters from middleclass and lower middleclass homes have passed through SFS and applications continue to pour in, and not just from Manhattanites.

Founded in 1970, with 180 students, SFS has been described as "the premiere Suzuki-based music school" in the country, dedicated to teaching and promoting the ideas of Dr. Shinichi

Suzuki, who believed that learning a musical instrument was like learning a language, and involved immersion and encouragement—ear training early on as opposed to theory, and family reinforcement instead of lone rehearsal. As SFS's mission statement puts it, the Suzuki method is premised on the idea that all children "can achieve beyond their expectations" and that close collaboration among parents, teachers and students can build a "love of music, self-confidence, discipline, good work habits, and outstanding achievement." Children get to feel that their instrument is part of their body, Sasha says.

"Playing string instruments is not, as with piano, a visual experience: you don't see notes," you have to feel it. Approximately 300 or so youngsters now attend SFS. New emphases include programs in early childhood, summer pre-K workshops, a summer institute for chamber music (ages 10 and up), and more professional training sessions for teachers.

To judge not only from the Osgood program but also from on-site observation, SFS is doing everything right. A three-year old child comes in, "Where's my class?" It's just about to begin, and *Education Update* is invited to look on. Four young girls and boys are being led in rhythm exercises. Teacher Tara Hoisington, full of charm and confidence, with an expert Faina Khodos, on piano, guides the small ones to do-re-mi...by way of a "Solfege" Mat and directions to bob up and down according to the notes on the scale. Then the children are led to say "Watermelon" and recreate syllable accents with castanets. Big beats and minor beats, fast and slow, are then illustrated by way of "Jingle Bells" and the dance of the "Sugar Plum Fairy." The parents delightedly go with flow. Does it all work? Regional festivals where groups of youngsters gather together to make magic, not to mention their appearances every now and then at Carnegie Hall—and CBS! —Would seem to indicate an unequivocal Yes.

Call 212-315-0915 for further information. SFS is located at 419 W. 54. #



MUSIC, ART & DANCE

Director Dale Lewis Celebrates 25 Years at Usdan & Usdan Celebrates 40



By JOAN BAUM, Ph.D.

Over the years, each summer, more than 50,000 youngsters, ages 6-18, approximately 1,600 a day, now—some from as far away as NJ, Riverhead and Westchester County—know that when their air-conditioned chartered buses hit Exit 49N, of the L.I.E., they're just minutes away from a wonderland in the woods that Time Magazine called "one of America's most unique camps." With 200 acres and 70 buildings that house music and art studios, galleries and theatres, Usdan Center for the Creative and Performing Arts can easily lay claim to being one of the most physically impressive, professional and yet relaxed venues for pursuing music (classical, pop, jazz, folk, choral), painting, ceramics, computer graphics, cartooning, dance (classical, modern, Broadway, tap), drama, photography, film and creative writing, under the loving guidance of well known artists. Usdan also takes itself seriously as a camp, however, and in addition to the courses students elect (two hours a day for a major, one hour for a minor, which can include recreational sports), they also swim an hour in one of the camp's two Olympic-size pools.

The success of Usdan is easily inferred from the unsolicited letters Dale Lewis receives daily, all year long, some missives accompanied by artwork. Alumnae, fondly recalling what Suzanne Usdan calls their "life-changing summers" at the camp, are eager to enroll their own children, though word-of-mouth among neighbors and friends is as much responsible for Usdan's extraordinary growth, some of it in areas that may not at first seem related to the arts. But, on reflection, Dale Lewis suggests, the more recent course additions in chess and nature and ecology fit in beautifully. Nature and ecology, for example, encourages youngsters to replicate sounds found in nature and to make sculptures out of found objects. Indeed, he laughs, in a recent poll asking campers what they'd like to see added, perhaps in future years, culinary "arts" came in number one! How a major in such an area might affect appreciation of the long-standing tradition of free ice cream at the end of the Usdan day remains to be seen, though Lewis expects that this joyous exit treat will continue.

Though Usdan has been described as a place "where you can lose yourself for a summer and find yourself for a lifetime," the fact is, as Lewis

points out, that an overwhelming number of youngsters do discover or refine their love of the arts at Usdan, while not feeling pressured to pursue these interests later on. Of course, many do, profiting from the camp's individual and group lessons. Lewis himself, a graduate of the Oberlin College Conservatory of Music, switched gears when he gave up a successful career as a cellist, having made a Carnegie Recital Hall debut when he was 12, as the winner of the New York String Teachers Guild competition, then soloing in this country and abroad and playing cello in the Alberg Trio, eventually moving on to assume various faculty positions in music. For 18 years he held the title of Music Director of the Westchester Junior Orchestra.

The 25 years have been deeply rewarding, Lewis says, particularly as he looks back on recent accomplishments—adding technology-based arts courses, a new Discovery Program for ages 6-8), instituting an association between Usdan and the Joffrey Ballet, co-creating the Heckscher-Usdan Student Art Institute (with year-round capabilities), superintending the construction of the 1,000-seat McKinley Amphitheater for Music and Dance, and introducing and sustaining Usdan residences in ballet (San Jose, CA), chamber music (Tokyo String Quartet) and brass—the Canadian Brass, what else! Cheerful, confident, he also looks ahead and is especially pleased with a new direction that will kick in this summer: the Usdan College Prep Center that will assist upper division students in selecting and applying to colleges, preparing for the SATs and, in September, engaging students in an intensive weekend of essay writing and coaching in auditions and stage techniques. This unusual and inspired program will bridge the gap between summer fun and the usual college prep hysteria seniors face back in the academic world. It will also give youngsters information about little known but great colleges "out there," including well-regarded conservatories that would love to hear from Usdan graduates. Regardless, at Usdan all youngsters, regardless of level of ability, have an opportunity not only to embrace the creative and performing arts in a professional setting, Lewis emphasizes, but to form life-long friendships, meet mentors, have their minds opened to new experiences.

For more info: www.usdan.com or call 212-772-6060.#

TEACHERS AWARD DAILY NEWS EXEC TOP HONORS



Diana Boschen (L), Director of Educational Programs and Partnerships at the Daily News, beams after receiving the Media Literacy Award for the 2007-08 school year from the New York Association of Teachers of English. Presenting the award were Dr. Rose Reissman (center) and Joseph Reich. Previous award recipients include Pete Hamill, Nat Hentoff and Bill Moyers.

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MUSIC, ART & DANCE

NATIONAL DANCE INSTITUTE—“DANCING THROUGH LIFE”



(L-R) Ellen Weinstein, Artistic Director, front row center & Jacques d'Amboise, center back row

By MARGARET I. CUOMO, M.D.

“5-6-7-8—Lift your knees! —Higher! —Higher! —Look at the audience! —Now Smile!” It is a frigid Saturday morning in December at P.S. 130 in Chinatown, when many children throughout New York City are watching cartoons in their pajamas or still snug in their warm beds. For the young dancers of National Dance Institute (NDI), Saturdays are reserved for learning and rehearsing the often challenging choreography presented by NDI teaching artists.

What is the magic that inspires this passionate dedication in such young students? The answer lies in the philosophy of education espoused by the extraordinary NDI Founder Jacques d'Amboise, and the brilliant Artistic Director, Ellen Weinstein (rhymes with “Einstein”). NDI raises the bar high for its dancers. Recognizing the power of the arts to inspire students to excellence in all aspects of their lives, d'Amboise developed a dance pedagogy that would motivate all students to learn and excel as dancers. Artistic Director Weinstein has collaborated with d'Amboise to create a unique learning environment. Each year's dance curriculum culminates in mid-year and end of year assemblies, attended by parents and friends. The “Event of the Year” in June is a full-scale performance with live music and scenery, usually presented at La Guardia High School. Weinstein and her faculty of teaching artists select themes, which invite an in-depth study of the culture, as well as the music and dance, of a particular country or ethnicity. In the past few years, NDI curricular themes have included the life of Albert Einstein, Shakespeare's “A Midsummer's Night Dream,” and the cultures of Africa. Mexico is the 2007 theme, and the NDI has collaborated with Mexican choreographers and dancers to create a vibrant and exciting program of yearlong study.

Since its founding in 1976, NDI has impacted the lives of over 2 million children worldwide. Over 35,000 New York City public school children participate in NDI programs each year. NDI's teaching “team” consists of a master teacher/choreographer, a teaching assistant, and a musician. A commitment to live music is an essential part of the NDI experience. The In-School Program provides weekly classes within New York City public schools to all students, including those with physical, cognitive, and emotional challenges. NDI programs also exist for grades K-5 at the Special Music School, and for high school students at the Individual Pathways program of Walton High School Annex. With the support of a planning grant from the New York State Council on the Arts (NYSCA), P.S. 163 is piloting an integrated arts curriculum for grades PK-5 that will embed NDI pedagogy throughout the academic disciplines. NDI has established affiliate programs in California, New Mexico, Colorado, North Carolina, New Hampshire, Virginia, and New Jersey. Internationally, NDI has developed cultural exchanges with Australia, Bali, Chile, China, Ethiopia, Hawaii, India, Ireland, Israel, Nepal, Palestine, Russia, Senegal and Siberia, and is cur-

rently helping to establish a program in Mexico.

What do the educational experts think of NDI? Dr. Howard Gardner is the highly respected Professor of Cognition and Education at Harvard University's Graduate School of Education, and a leader of Project Zero, an education research group. For years, Dr. Gardner has been an enthusiastic advocate of the pedagogy and performance model established by NDI. Dr. Nancy McCormick Rambusch, renowned early childhood educator, and founder of the American Montessori Society, described NDI's pedagogy as exemplifying quality teaching. In 2004, Dr. Rob Horowitz, Associate Director of the Center for Arts Education Research at Columbia University's Teachers College conducted an in-depth external evaluation of NDI's In-School Program. His report reinforced the efficacy of the NDI pedagogy in engaging the students' higher order thinking skills related to cognitive, affective, and kinesthetic learning. Horowitz also affirmed what NDI knows so well: that NDI students demonstrate increased self-confidence, concentration, and focus.

Perhaps the “magic” of NDI lies in the way the music and dance motivate the dancers, and their teachers, to excel beyond what they thought they could accomplish. Perhaps it is the fact that the teachers believe firmly in the young dancers' ability, and the dancers strive to exceed the high standards set by their teachers. Some of that magic was evident on November 22nd, 2007, at the Macy's Thanksgiving Day Parade. The NDI dancers marched and danced their way down Broadway, and performed at Herald Square where they were televised nationwide by NBC. Viewers from across the USA were inspired and moved by their joyful energy, as well as their obvious talent. A petite powerhouse, Artistic Director Ellen Weinstein nearly vibrates with enthusiasm as she speaks about NDI. “NDI's curriculum is accessible to all. We challenge children beyond what they ever dreamed possible, but not beyond what they are capable of. We take the children on an exhilarating adventure that has hard work, rigorous discipline and joy attached. It is everything good education should be.”

The face of former New York City Ballet Principal dancer, Jacques d'Amboise, radiates with a youthful zest for life. Although he is the recipient of numerous prestigious awards (Kennedy Center Honors, a MacArthur Foundation “Genius Grant,” The Academy of Arts and Sciences, The Mayor's Award for Arts and Culture, The National Medal of Arts, People Magazine's People First Honoree, and many others), Jacques is a humble, child-centered giant. Having traveled throughout the globe with his beautiful ballerina and photographer wife, Carolyn, d'Amboise brings a wealth of life experiences to his commitment to NDI. What has d'Amboise discovered throughout NDI's thirty-one year history? “It all filters down to three essential words: Children are everything.” What

does the future hold for the NDI? d'Amboise reflects: “What the NDI has done throughout its thirty-one year history, and is doing now, will continue in the future in an expanded way.” That expansion would include the establishment of a permanent home for NDI, envisioned as a Center for Learning and the Arts. This center would serve as a crucible for the training of teaching artists and would provide a much needed rehearsal and performance space for NDI dancers. Such a permanent residence would solidify NDI's future, and would offer an appropriate testament to the life of Jacques d'Amboise, who has inspired millions of children through participation in the arts. In the words of the incomparable d'Amboise, “The arts open your heart and mind to possi-

bilities that are limitless. They are pathways that touch upon our brains and emotions; they are human beings' greatest form of communication. They walk in tandem with science and play, and best describe what it is to be human.”

One NDI supporter observes, “When you experience an NDI performance, you have the sense that there is hope for a better future, because these children will make it happen.”

For more information about this extraordinary arts program, visit www.nationaldance.org #

As an advocate for excellence in children's education, Dr. Margaret I. Cuomo is a supporter of several organizations involving the arts and world language education, including NDI and Concordia Language Villages.



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CORPORATE CONTRIBUTIONS TO EDUCATION

Michael Steinhardt: Legendary Financier Turned Philanthropist

By EMILY SHERWOOD, Ph.D.

What do you do when you've risen to the top of your profession and achieved undreamed-of financial success? If you're Michael Steinhardt, who grew up on the streets of Brooklyn, graduated from the University of Pennsylvania's Wharton School before his twentieth birthday, and became one of the world's first and most successful hedge fund managers (his firm, Steinhardt Partners, L.P., managed \$4.4 billion in assets and routinely boasted annual returns well over 20 percent), you close up shop and devote your life to philanthropy.

"Since I stopped managing money [in 1995], I have devoted just about all my energy to a vision of a very different Jewish future," explains Steinhardt when interviewed in his spacious midtown office, which is filled with a dazzling array of silver and artwork. Steinhardt's prodigious talents are indeed shaping the Jewish community in ways that he might not have predicted at his "retirement" twelve years ago. From a founding role in PEJE (Partnership for Excellence in Jewish Education) and Birthright Israel to major funding roles in just about every prominent Jewish organization on the map—including The Foundation for Jewish Camping, Jewish Early Childhood Education Initiative (JECEI), B'nai B'rith Youth Organization (BBYO), Hillel, Brandeis University, Tel Aviv University, and the Israel Museum, to name just a few—Michael Steinhardt has lent inspiration and support to, in his words, "take the present, non-orthodox Jewish community to a much better place."

To illustrate the need for his mission, Steinhardt throws out a challenge: "Name five great Jewish [religious] leaders of the twentieth century." Aha, laughs Steinhardt at the silence his query evokes, knowing that he's made his case. It is easy to name 500 great secular leaders who were Jews (Sigmund Freud, Karl Marx, Albert Einstein, Saul Bellow, and Sandy Koufax might lead the list of standouts in their professions), because, he points out, "Jews get their pride from secular accomplishments." By working to improve Jewish education from pre-school through adulthood, Steinhardt hopes to make his mark on the future of the Jewish Diaspora: "We are a people who are fading, and I'm trying to reverse that," he adds passionately.

Of the dozens of causes he's embraced, Steinhardt singles out Birthright Israel, created in 1999 to offer every young Jewish person between the ages of 18 to 26 a living and learning experience in Israel, as "the single, most important program in the Jewish world in the last half century." Founded by Steinhardt and Seagram heir and philanthropist Charles Bronfman, in cooperation with the Israeli government, private philanthropists, and Jewish communities around the world, Birthright Israel has provided a free round-trip ticket to Israel, combined with an intensive ten-day educational experience, to 147,000 young Jewish adults from 52 countries (70 percent of them are Americans). "The trip creates an extraordinary spark... There's an immediate heightening of Jewish identity," explains Steinhardt, who has now thrown himself into a sequel program known as Birthright Next, a series of activities intended to connect and engage Birthright Israel graduates. As one of its kickoff activities, Birthright Next staged a globally televised Chanukah party last month in sites as diverse as Russia, Mumbai and Los Angeles. "Through technology, we are now able to celebrate all over the world at once," adds Steinhardt proudly.

A passionate believer in the power of education to transform all of society, Steinhardt has generously supported New York University (NYU),



where he serves on their Board of Trustees and heads up their Trustee Investment Committee. His involvement ultimately led him to donate generously to their school of education, now called the Steinhardt School of Culture, Education, and Human Development, reflecting the interdisciplinary nature of their academic programs. (The school offers a Ph.D. program in Education and Jewish Studies, thanks to Steinhardt.) "It is extremely important that the perception of the teacher be elevated in society," reflects Steinhardt on the long-term viability of public education in America. "It's not going to be a budget buster for anyone, and it shows that our society really cares about education."

Not all of Steinhardt's ideas have hit home runs, and he's the first to admit that "to be an innovator, you don't always win." Several years ago, he tried unsuccessfully with Bard President and educational visionary Leon Botstein to create a secular Jewish high school in New York City, and he's now hoping to convince NYC Schools Chancellor Joel Klein to create a Hebrew language charter school in the city. "I will bet I'm going to fail," he adds with a twinkle in his eye.

But one guesses that, whatever the outcome of his latest project, Steinhardt will continue to use his boundless energy and intelligence to explore creative ideas and ultimately instigate meaningful changes to improve educational opportunities for both Jews and non-Jews alike. "It's a long life you lead, and if you're lucky enough to find some occupation that's compelling to you, that touches you at the deepest levels, you are extremely fortunate," he muses philosophically. Clearly, Steinhardt has found many such occupations, and the world is a better place because of him. #

MUSEUMS AS EDUCATORS

MUSEUM EDUCATORS ENJOY EVENING AT AMERICAN MUSEUM OF NATURAL HISTORY



Children in fog curtain



Slot canyon

By JAN AARON

It would be impossible for the estimated 500 educators who attended the recent Educator's Evening at the American Museum of Natural History (AMNH) to come away without feeling excitement for classroom possibilities of the new exhibition *Water: H₂O=Life*. To start the evening, they walked through a row of activity/resource tables collecting information and materials helpful to teaching about water.

"My sixth grade science teacher inspired me," said Eleanor Sterling, the exhibit's curator and director of the Center of Biodiversity and Conservation at the museum, greeting the guests. "We hope educators will bring their classrooms here to inspire and engage them," she added. Running slide highlights of the exhibit, Ms. Sterling explained that its objective is to provide information about a precious resource, the environmental concerns formed by its degradation and actions people can take to help preserve it.

Museum packets given to participants included Educator's Guides to help teachers prepare their students for their field trips to get the most of their visits and initiate follow-up

activities. The museum is also seeking Living Environment Teachers for a pilot test involving workshops and case studies (for information jhong@aamnh.org).

Educators toured the exhibit (running through May 26 2008) with its dramatic entry of a fog screen resembling a waterfall, stunning installations and riveting wall texts offering startling facts. A salient example is that water is not a renewal resource and what exists on earth is all we will ever have, and less than 1 percent of it is available for human use. In 27 countries, most in Africa and Asia, water is not easily accessible to half the population and many rivers there are highly polluted. The show includes international exhibits such as a meteorite from Australia containing 15 per cent water and display devoted to mammoth Three Gorges Dam in China. There is also much here to engage the younger students, who may not relate to the sophisticated world of the water story.

For more information or to get an Educator's Guide go to: amnh.org/education/water. (AMNH, Central Park West at 79th St. amnh.org Tel. 212-769-5100.)#

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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

About Kids Who Don't Like Sports



By GLENN S. HIRSCH, M.D.

More than 30 million children and adolescents in the United States participate in group or individual sports. The benefits of sports are numerous: sports are good for physical and mental health, and they

promote psychological and academic development. But what about the remaining millions of kids who really don't like sports? I grew up with two left feet and hated sports. When I became a dad, I realized that I wanted to find ways to encourage sports and physical fitness in my own children in case they inherited my klutziness.

We know that kids need to be physically active every day. On the other hand, kids also need time to rest, to think, to do homework, and to socialize with other kids. Organized team sports appeal to many kids at first, but then a considerable number drop out after several years. Why? Some kids don't like the competitiveness of organized team sports. They just like playing spontaneously for fun. Some kids don't want to devote the time and effort. Here are some other reasons kids might be turned off:

"I just can't do it"—Jeremy, 5

Some kids develop motor skills, such as kicking or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention span or the ability to understand the rules.

"It's boring"—Jenny, 8

Some children don't like the rules and time requirements of team sports. Some may be afraid of doing something wrong.

"I'd rather watch TV"—Cindy, 10

Some kids haven't been encouraged to try different kinds of physical activity.

"I already tried it"—Jimmy, 14

Some kids have already participated in a sport and have not been successful.

"I'm always being watched"—Amy, 14

Some kids feel they're on display to please other people.

So how can parents find a balance for their kids? What are some other options?

Many kids are more comfortable when the

emphasis is on individual rather than group effort, as in bowling, golf, swimming, gymnastics, fencing, archery, running, or martial arts. One great favorite is dancing, which most kids love and combines fun and exercise. There are many other ways in which they can join in, get fit, and feel good doing some kind of physical activity. Music and the dramatic arts offer many of the advantages of team sports, in that they require physical dexterity, learning to be part of a team, cooperating in performances, encouraging others, and social awareness.

Tips for Parents

Respect and value your child's particular abilities and talents. Your child may have preferences and gifts in areas other than sports, such as music, drama, writing, or art.

Realize that free play, child-organized games, and physical education programs in school provide opportunities for physical activity.

Make sure your child is physically and cognitively able to handle the demands of sports. Not until the age of 6 or 7 are children developmentally ready for organized sports.

Parents and coaches may lose sight of the child's needs in their own drive for success, and the child may be used to satisfy an adult's needs.

Stay attuned to the child's signals. Try to assess whether the child is really interested in the activity or just participating to gain adult approval. Watch for signs that the child may not really be enjoying the sport or experiencing the requirements as stressful. Difficulty in sleeping or eating, or obsessive preoccupation with practice and winning, may be warning signs.

While none of my children are truly athletic, they are all interested and involved in physical fitness and enjoy the camaraderie of sports—playing, not just watching.

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

Charles & Helen Schwab Foundation Selects Transition Partners

GreatSchools and Professor Garfield Foundation to Inherit Learning Disability (LD)-Focused Web Content

The Charles and Helen Schwab Foundation announced today its intention to merge its award-winning Schwab Learning websites with two non-profit organizations, selected from an invitation-only review process, to continue operations for SchwabLearning.org, dedicated to helping parents of children with learning and attention problems, and SparkTop.org, the first website designed exclusively for 8—12 year olds who struggle with learning.

The Foundation recently announced that it will shift its focus from its operating program, Schwab Learning—a free direct service program with a twenty-year history of helping families of children with learning and attention problems—to concentrate on grants.

"In making this transition it was important to find partners who share our commitment to providing the best possible information and resources to the millions of families impacted by learning difficulties. We reached out to a select group of partners and ultimately selected two organizations who have the potential to reach even more parents and their kids who struggle with learning," said Jodell Seagrave, managing director of Schwab Learning.

In a move that ensures LD resources and support reach an even wider range of parents, San Francisco-based GreatSchools will be the recipient of SchwabLearning.org content. GreatSchools, a nonprofit organization dedicated to improving K-12 education by inspiring parents to get involved, will also continue to support SchwabLearning.org's community of parents of kids with LD.

By joining forces, GreatSchools will preserve Schwab Learning's mission and high-quality

offerings, while welcoming Schwab Learning parents into a community of more than 33 million Americans each committed to school and life success for their children.

PROFESSOR GARFIELD FOUNDATION TO ACQUIRE SPARKTOP.ORG

SparkTop.org content will transition to the Professor Garfield Foundation, a nonprofit organization founded by Garfield creator Jim Davis, committed to engaging children in learning. A strong desire to expand content for children who struggle with learning, existing partnerships with Schwab Learning and a longstanding respect for the work of the Professor Garfield Foundation were key factors in this selection. The transition of SparkTop.org into the Professor Garfield Foundation combines two highly acclaimed resources in children's media and literacy. A recognized leader in education, Jim Davis and his powerful Garfield brand will now directly support success for kids with learning disabilities.

"One of the unexpected joys of being in this line of work has been hearing from the parents of children who learned to read thanks to the Garfield comic strip," said Davis. "After nearly 30 years of doing the strip, we've heard this often enough that we're convinced the strip is a great teaching tool. The simple combination of words and pictures stimulates learning. That's why we created the Professor Garfield Foundation and the Professor Garfield website. We all learn in different ways, or as SparkTop.org says, 'No two brains spark alike.' It's very gratifying that the Charles and Helen Schwab Foundation are electing Garfield to carry on their vision. It's a responsibility we take seriously. It will encourage us to redouble our efforts to help kids grow and learn."#



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Special Camp Fair On Saturday, Jan. 26, 2008

Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 23rd annual free Special Camp Fair on Saturday, January 26, 2008 from 11 AM to 3 PM. at the Church of St. Paul the Apostle, (entrance to Fair on Columbus Ave. near W. 60th St.) NYC. The Fair is presented by Resources for Children with Special Needs, Inc.

Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature information on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.

Visitors to the Fair will receive a free copy of the Camps 2008 Directory. The Camps 2008 Directory (publication date January 2008) is also available by sending a check for \$25 plus 8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.#

Excessive Tantrums In Preschoolers May Indicate Serious Mental Health Problems

By JIM DRYDEN

Certain types of tantrums in preschoolers may be a sign of serious emotional or behavioral problems, according to researchers at Washington University School of Medicine in St. Louis. Although temper tantrums are common and normal in young children, the researchers found that long, frequent, violent and/or self-destructive tantrums may indicate the presence of psychiatric illness.

The research team reports its findings in the January print issue of *The Journal of Pediatrics* currently available online. Researchers compared tantrums in healthy children to the tantrums in children diagnosed with depression or disruptive disorders, such as attention-deficit/hyperactivity disorder. Most children have temper tantrums at some point, but the researchers found healthy children tend to be less aggressive and generally have shorter tantrums than their peers with depression and disruptive disorders.

"It's clearly normal for young children to have occasional tantrums," says first author Andrew C.

Belden, Ph.D., a National Institute of Mental Health (NIMH) post-doctoral research scholar in child psychiatry. "Healthy children may even display extreme behaviors if they're very tired or sick or hungry. But if a child is regularly engaging in specific types of tantrum behaviors, there may be a problem."

The researchers studied 270 children between 3 and 6 years old. They gathered the information about tantrums from a parent. The children were divided into four groups according to psychiatric symptoms: no psychiatric diagnosis, major depressive disorder, disruptive disorder, or depression and disruptive disorder. All of the children were part of a larger NIMH-funded study of psychiatric illness in preschoolers.

"We've been following these children for several years," says principal investigator Joan L. Luby, M.D., associate professor of child psychiatry and director of the Early Emotional Development Program at the School of Medicine. "It's important to find age-specific ways to diagnose depression and other problems in young children because it can be difficult to get very young children to tell you about their feelings. We've successfully used narrative and observational techniques, but characteristics of tantrums when present might be another helpful tool."

Luby, Belden and colleagues identified five types of tantrum behavior that appeared to be connected with depression or diagnosable disruptive disorders.

The first involves extremely aggressive behavior during a tantrum. When a toddler displays aggression directed at a caregiver or violently destructive behavior toward an object such as a toy during most tantrums, parents should be concerned. The study found that these children tend to have diagnoses of ADHD, oppositional-defiant disorder and other disruptive disorders.

The second worrisome tantrum behavior is when toddlers intentionally injure themselves—actions such as scratching until the skin bleeds, head banging or biting themselves.

"It doesn't matter how long these types of tantrums last or how often they occur, self-injurious behavior almost always was associated with a psychiatric diagnosis in this study," Belden says. "Children with major depressive disorder tended to hurt themselves. We didn't see that in healthy kids or those with ADHD and other disruptive disorders. It really surprised us that this type of behavior was emerging at such a young age."

Other "red flags" involved children who had more than five tantrums a day for several consecutive days. Very long tantrums also signaled a problem. Healthy children might have a tantrum that lasts 10 or 11 minutes, but several children in the study, especially those with disruptive disorders, averaged more than 25 minutes per tantrum.

Finally, when preschoolers are unable to calm themselves following a tantrum, they appear to be at much greater risk of psychiatric problems.

"If a child is having tantrums and parents always have to bribe the child with cookies or other rewards to calm him or her down, this may be something more serious than normal toddler volatility," Belden says.

It's important, he stresses, to replicate these findings in studies of other children and to more rigorously classify what types of behavior may be problematic. Since this study relied on parent reports of children's tantrum behaviors, future studies will involve video analysis of them.

Belden, who has two young children, became interested in tantrum behavior because of the very different tantrum styles displayed by each of his two children. His advice for parents is not to worry when a child has a tantrum but to pay attention to how the child is behaving during the tantrum.

"The best news from this paper is that it's normal for children to display excessive behavior sometimes," Belden says. "If a child lashes out at you, it doesn't mean, 'Oh my gosh! They're doomed!' But if they lash out and hit you every time, there might be a problem. And if they hurt themselves intentionally, I think it's best to consult a pediatrician or mental health professional."#

Gov. Grants for Educators

Charter School Program (CSP): The purpose of the CSP is to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents. The Secretary awards grants to State educational agencies (SEAs) to enable them to conduct charter school programs in their States. SEAs use their CSP funds to award subgrants to non-SEA eligible applicants for planning, program design, and initial implementation of a charter school, and to support the dissemination

of information about, including information on successful practices in, charter schools.

Applications Available: December 3, 2007.

Deadline for Transmittal of Applications: February 1, 2008.

Eligible Applicants: State educational agencies (SEA) in States with a State statute specifically authorizing the establishment of charter schools.

Estimated Range of Awards: \$500,000-\$10,000,000 per year.

Estimated Average Size of Awards: \$5,000,000 per year.

Estimated Number of Awards: 8-10.

Additional information is available online at: <http://www.ed.gov/legislation/FedRegister/announcements/2007-4/120307a.html>

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WHO ARE OUR CITY COUNCIL MEMBERS & WHAT DO THEY DO?

By DR. POLA ROSEN

There are 51 elected City Council Members, yet few of the 8 million citizens of New York City can name what they do or who they are. *Education Update* emailed, faxed, telephoned and mailed each councilmember about their responsibilities, activities and goals. The responses follow.

DAN GARODNICK



Dan Garodnick was elected to the City Council in 2005. A member of the Council's Education Committee, Garodnick has become a vocal leader in pressing the Department of Education to develop a plan that will accommodate the explosive growth within District 2—an enrollment increase of nearly 25 percent by 2014. Garodnick was recently appointed to co-chair the Council's Infrastructure Task Force, through which the City will explore innovative ways of ensuring that our infrastructure, including schools, keeps pace with our development.

In 2007, to counter the erosion of arts education, Garodnick held a forum that brought 22 cultural institutions together with public school principals from his district, so that the schools could take advantage of the groups' many arts education programs. And when a middle school in his district needed a new library, Garodnick helped fund it—then organized a book drive that brought in 4,000 titles to fill the shelves.

Prior to joining the Council in 2005, Garodnick represented the Partnership for New York City in the landmark Campaign for Fiscal Equity lawsuit, and directed the New York Civil Rights Coalition's "Unlearning Stereotypes: Civil Rights and Race Relations Program" in 42 New York City public schools, teaching students non-violent ways to combat racial discrimination, and how to use the processes of government to affect social change. #

GALE A. BREWER



Council Member Gale A. Brewer has been representing the Upper West Side and Clinton in the New York City Council since 2002. She was re-elected in November 2005 general election with over 80 percent of the vote, receiving nearly 10,000 more votes than any other incumbent. In the November 2003 election, she received 86% of the vote. Her service in the Council is a continuation of nearly 30 years of public service.

Brewer chairs the Committee on Technology in Government, where she works to make better use of technology to save money, improve City services, and make government more open and accessible to residents, businesses and non-profits. She has been especially concerned with using technology to enrich public education, dedicating more than half a million "Reso A" dollars to a pilot 1 laptop student program in her district, and sponsoring the Digital Empowerment for Middle Schools initiative that has provided \$100,000 each of the last two years to bring much needed technical support to middle schools, citywide.

Brewer has been instrumental in passing numerous laws, including legislation establishing a citywide Broadband Advisory Committee, promoting fast and affordable Internet access to individuals and schools that need it most; a bill protecting domestic workers; two bills aimed at eliminating graffiti and unwanted stickers; and legislation requiring City publications as well as all 311 data to be made available via the Web. She also brokered an historic Memorandum of Understanding with the Department of Housing Preservation and Development (HPD) and the Association of Neighborhood Housing

Developers (ANHD) to pilot a program to conduct roof-to-cellar inspections on buildings known to have multiple serious violations and dated inspections.

Education issues rank as some of Brewer's top priorities on the Upper West Side. In addition to her work integrating technology and education, she has worked closely with Council Speaker Christine Quinn's Middle School Task Force, sits on the Council's Mayoral Control Workgroup, and advocates tirelessly for more high quality public school seats in her tightly crowded district. Council Member Brewer was also the first public figure to suggest that schoolyards be open to the public outside school hours—now a central aspect of Mayor Bloomberg's "Open Spaces" initiative in PlaNYC.

Brewer has received numerous awards for her service on over two dozen neighborhood and nonprofit boards as well as her work in the City Council. In 2000, she was cited by the Daily News as "One of 50 New Yorkers to Watch." She has taught urban policy at Barnard, Baruch, Brooklyn, Hunter, and Queens Colleges. Gale has an MPA from Harvard's Kennedy School of Government and did her undergraduate work at Columbia University and Bennington College. She is married to Cal Snyder and has raised adopted children. #

INEZ E. DICKENS



For 30 years Inez Dickens has taken an active role in the economic development and political landscape of New York's celebrated village of Harlem. A lifelong resident of the 9th Council District, Ms. Dickens is a tireless and dedicated leader, completely committed to improving the quality of life for everyone in her community. Inez E. Dickens is currently in her first term as a New York City Council Member representing the 9th Councilmanic District (Harlem, Morningside Heights, and Upper West Side). She also serves as the Majority Whip and the Chair of the Standards and Ethics Committee.

In the course of her career, Inez Dickens has been in the business of rehabilitating housing throughout the City. Ms. Dickens was nurtured in her chosen profession working at the right hand of her father, the late District Leader and Assemblyman Lloyd E. Dickens, who is considered the dean of African American politics in New York City. She not only learned her business acumen from her father, Ms. Dickens acquired his sense of responsibility to community.

Inez Dickens has continued her family's involvement in the political arena, including working door-to-door in voter education and registration. She was first elected to office in 1974 as a County Committeewoman, County Judicial Committeewoman and State Committeewoman. Currently, Ms. Dickens is the highest-ranking African American woman in the New York State Democratic party. She is a Democratic District Leader for the 70th AD part B, serves as the First Vice Chair of the New York State Democratic Committee, and she is an active member of the Democratic National Committee.

Among the many community organizations she serves, Ms. Dickens is most proud of her work on the advisory board of Project Greenhope, which provides transitional housing for women leaving prison so they can reclaim their lives, reunite with their families and rebuild their communities. She is an advisor and board member of the Greater Harlem Chamber of Commerce, Children of Parents with AIDS, Inc., the Eleanor Roosevelt Legacy Committee, the National Association of Negro Business and Professional Women, Women in Housing & Finance, the National Center for Housing Management, and

the National Women's Leadership Forum.

Inez Dickens has been recognized for her work in economic development and community life. She has received the Distinguished Service Award from the New York State Association of Black and Latino Legislators, the Sojourner Truth Award from the National Association of Negro Business & Professional Women, the American Red Cross Achievement Award, the Public Education Award from the American Diabetes Association, the Women Who Make a Difference Award from the NAACP, and the Heritage Award from the Greater Harlem Real Estate Board. Other notable acknowledgements include: the Who's Who of American Women, Outstanding Citizen of the Year in Real Estate, the Woman of Excellence and Woman of Industry Awards, and the 2005 Women of Excellence Award from NY Senate Democratic Leader, Senator David A. Paterson.

Ms. Dickens is a product of the New York City public school system, where she was educated at P.S. 133 and Julia Richmond High School. She began her undergraduate studies in land economics at New York University and later at Howard University. Ms. Dickens lives in Harlem with her husband, John Russell. #

LEWIS A. FIDLER



Councilman Lewis A. Fidler, (D-Brooklyn) currently serves on the Education Committee and is Chairperson of the Council's Youth Services Committee. During budget negotiations for the 2007-2008 year, he was the primary sponsor of an initiative to increase funding for the Executive Leadership Institute, and has provided steadfast support for the schools in his district and for education city-wide. Since he took office in 2002, he has secured both a capital and expense budget item each year for every school in his district. Among his priorities is returning the education system to municipal control. This would result in the Council and community having more oversight power and being able to step in, in limited circumstances, to direct changes that need to be made. Additionally, he feels that it should be a priority of the system to help students who are failing and maximize the potential of those students who are gifted and talented. Councilman Fidler firmly believes that we must do everything possible to provide students with the best possible education that suits their individual needs, as these students will soon become the leaders of our communities. #

JESSICA LAPPIN



In order to remain a vibrant world capital we need to provide every child with access to an excellent public education. Many classrooms, including those in my own district, are severely overcrowded. All across our city many schools are literally falling apart and bursting at the seams. The real long-term solution to this problem is to build new, modern facilities. On the East Side I have pushed for the construction of the new East Side Middle School on East 91st Street, which is slated to open in 2009. This school will increase seat capacity by 190 seats and will free up classroom space in other schools.

In addition, I chair the Subcommittee on Landmarks, Public Siting, and Maritime Uses. One of the Subcommittee's responsibilities is to approve new public schools. I am pleased that over the last two years the subcommittee has approved 14 new schools—nearly 10,000 new seats—across the city.

I am also a strong proponent of including community facilities, particularly schools, in large-scale re-zonings, such as the former ConEd site

slated to be developed by Sheldon Solow and the Hudson Rail Yards.

We need to plan carefully and wisely for our future. Going forward, I will continue to work with the Department of Education, my colleagues in the City Council, parents, and teachers to ensure that every child in the city has the opportunity to attain an excellent education. #

JAMES F. GENNARO



My top priority as a New York City Council Member is protecting the city's environment, launching clean-air and sustainability initiatives, and improving the health of our citizens. I've worked hard to create legislation that would meet all of those goals and have been successful in these endeavors.

The most recent law I authored is the New York City Climate Protection Act, which mandates a 30% reduction in greenhouse gas emissions citywide by 2030. I also developed a blueprint to generate more "green collar" jobs by attracting more environmental businesses to New York City. In addition, I've funded the planting of hundreds of trees in my district to green our local neighborhoods and shopping areas.

I will continue writing legislation to protect our environment and working to improve the health of my constituents and the people of New York City. #

ALAN J. GERSON



Councilmember Gerson is Chair of the Lower Manhattan Redevelopment Committee of the Council. In this capacity he has held hearings on World Trade Center development progress, Governor's Island, the Performing Arts Center at the World Trade Center site, problems faced by small businesses, World Trade Center insurance issues, environmental health impacts and government's response, community emergency notification programs and individual insurance problems, among many other important post 9/11 Downtown issues. Gerson also serves on the following Council committees: Economic Development, Finance, Fire & Criminal Justice Services, Parks & Recreation, Waterfronts and Youth Services.

JOHN C. LIU



John C. Liu was elected in 2001 to the New York City Council and currently chairs the Transportation Committee. He also serves on the Committees on Education, Consumer Affairs, Health, Land Use, Contracts, Oversight & Investigation, and Lower Manhattan Redevelopment.

As Chairperson of the Council's Committee on Transportation, John Liu focuses public policy on the critical role transportation options play in economic development and access to jobs. John demands, and has secured, more accountability from the Metropolitan Transportation Authority, a behemoth agency infamous for its lack of responsiveness to the general public. John has enacted legislation improving safety for pedestrians and has initiated public works projects to improve vehicular traffic flow and congestion. He has also developed programs to bring yellow taxicabs to areas outside Manhattan. John also vigorously conducts legislative oversight over the Department of Transportation and the Taxi & Limousine Commission.

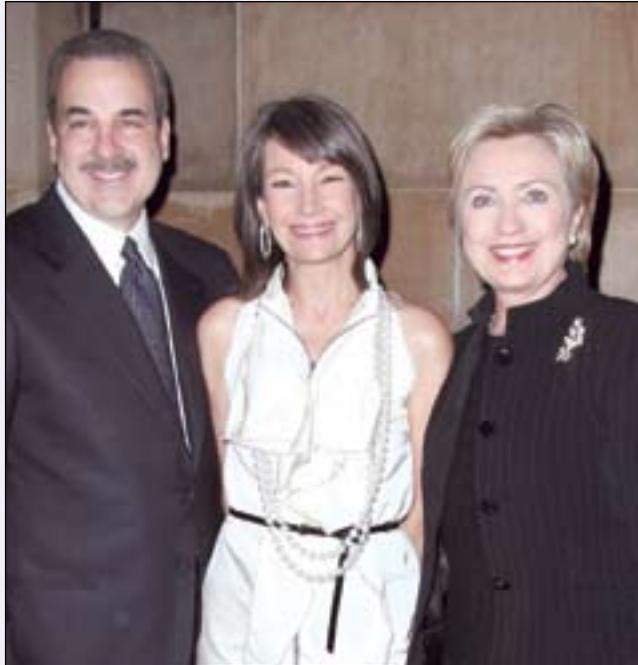
John Liu strongly believes that quality education is the key to the future of our City. John is a product of twelve and a half years of New York City public school education and is com-

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NYU CHILD STUDY CENTER CELEBRATES 10TH ANNIVERSARY AT ANNUAL CHILD ADVOCACY AWARD DINNER



Ira Statfeld & Michael Recanti



**Dr. Harold Koplewicz, Brooke Garber Neidich
& Senator Hillary Clinton**



Katie Couric & Dr. Harold Koplewicz

The NYU Child Study Center hosted its 10th Annual Child Advocacy Award Dinner at Cipriani 42nd Street recently. The evening was led by dinner chairs and board members Michael Recanati and Ira Statfeld, and honored Board Chair, co-founder and philanthropist Brooke Garber Neidich for her dedication to the Center's fight against childhood and adolescent psychiatric and learning disorders.

This year's dinner raised more than \$8.8 million and marked the 10th anniversary of the NYU Child Study Center. CBS News Anchor Katie Couric hosted the event and Senator Hillary Clinton was in attendance to present Brooke Garber Neidich with the Child Advocacy Award.

More than 800 guests were treated to a special evening, which included the debut of two new films created by Oscar-nominated director Nathaniel Kahn (*My Architect*, 2004) and a live auction conducted by Sotheby's Jamie Niven. Top auction prizes included exclusive travel, culinary and entertainment packages and raised over \$160,000 for the NYU Child Study Center.

The evening program also included remarks from NYU Child Study Center founder and director Harold S. Koplewicz, M.D. and New Jersey Governor Jon S. Corzine.

A new fund was also unveiled in Brooke Garber Neidich's name. Through a philanthropic art project titled "Open Doors Open Minds", The Brooke Garber Neidich Open Doors Fund will enable the Child Study Center to offer free services to children who are unable to afford necessary interventions and treatments—so that "a child with a need, need not worry."

Guests at the dinner included: Ellen Barkin; Erica Jong; Chuck Close; Cynthia McFadden; Dr. Ruth Westheimer; Perri Peltz; Heather and Steven Mnuchin; Stuart and Vicki Match Suna; Lisa and Richard Perry; Fiona Rudin; Elie Wiesel; Alice Michaels; Sara Ruhl; Jerry Speyer; Merryll and Jimmy Tisch; Bradley Wechsler and Patty Newberger; Andreas Dracopoulos; Julie and Ed Minskoff; Arthur Altschul, Jr.; Alan and Susan Patricof; Peggy Siegal; Marty and Susan Lipton; and members of the NYU Child Study Center's

Board of Directors including Margaret S. Bilotti; Arthur and Linda Carter; Lisa Pevaroff-Cohn and Gary Cohn; Michael and Beth Fascitelli; Jay Furman; Phyllis Green; Lori and George Hall; Jane Rosenthal and Craig Hatkoff; Ellen and Howard Katz; Ann Tenenbaum and Thomas H. Lee; Anne Welsh McNulty; Richard and Marcia Mishaan; Daniel Neidich; Linda and Richard Schaps; Klara and Larry Silverstein; Jill and Robert C. Smith; Alice and Thomas Tisch; Claude Wasserstein; and Robert I. Grossman, M.D., Dean and CEO of NYU Medical Center.

Past honorees include Mayor Michael R. Bloomberg; Governor George E. Pataki; Bob and Suzanne Wright; Whoopi Goldberg; Former Mayor Rudolph Giuliani; Senator Hillary Clinton and Stanley and Fiona Druckenmiller. This is the third year that Alexandria Real Estate Equities, Inc. was the corporate sponsor of the event.

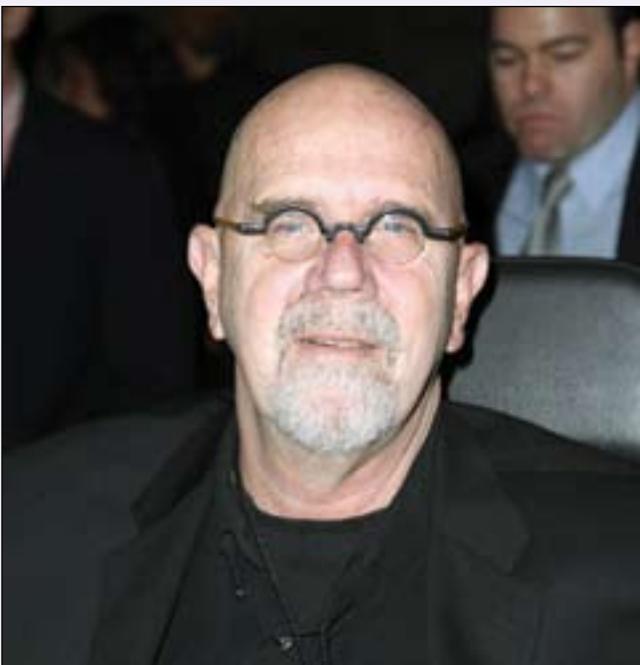
This week the NYU Child Study Center also rolled out the largest public service announcement (PSA) campaign in its history and relaunched its web site, www.AboutOurKids.org. The PSA

campaign, was created pro bono by BBDO to highlight the nationwide epidemic of children's mental illness. The new website will provide timely and accurate information to parents, educators and healthcare professionals on childhood and adolescent psychiatric and learning disorders.

Founded in 1997, the New York University Child Study Center is the nation's premier organization for advancing the prevention, identification, and treatment of child and adolescent psychiatric and learning disorders through scientific practice, research, and education. Last year children and families from 41 states and 26 countries around the world were evaluated and treated by the clinicians and faculty at the NYU Child Study Center.

The NYU Child Study Center is dedicated to giving children back their childhood and eliminating the stigma of being or having a child with a psychiatric disorder.

To learn more about the NYU Child Study Center, visit AboutOurKids.org. #



Chuck Close



Erica Jong, Elie Wiesel & Dr. Ruth Westheimer



Governor Jon Corzine & Brooke Garber Neidich

WHO ARE OUR CITY COUNCIL MEMBERS & WHAT DO THEY DO?

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mitted to educational reform without sacrificing public schools. As a member of the Council's Committee on Education, he insists on raising standards in our public schools, increasing reliance and trust in teachers to teach our kids, and investing City resources in our future generations. John has also provided millions of dollars to fund high-tech upgrades to local schools.

John Liu believes municipal government must do more to protect consumers against fraud and other dishonest business practices. As a member of the Council's Committee on Consumer Affairs, John has sponsored and helped pass legislation to stop predatory lending by banks and retail price gouging during sensitive periods. John has also closed down car dealerships guilty of cheating customers out of thousands of dollars and proposed legislation to require car dealers to provide honest contracts.

Shocking as it may be, John Liu is the first and currently only Asian Pacific American to be elected to citywide office in New York. Although he wishes Asian Pacific Americans had been elected long ago, John is honored to be the first. As the first, John embraces opportunities to broaden representation and access to government for APAs and for all groups who have lacked a strong voice in government. John is also immensely proud to have been invited to become a member of the City Council's Black and Latino Caucus; the caucus has since been renamed to the Black Latino and Asian Caucus, and John currently serves on its executive board.

John Liu was elected to the City Council by the people of northeast Queens in the neighborhoods of Auburndale, Flushing, Fresh Meadows, Linden Hill, Queensborough, and Whitestone. Beginning with Kindergarten at P.S. 20, John attended local public schools and then went on to graduate from the Bronx High School of Science and Binghamton University, where he earned a degree in Mathematical Physics.

Prior to serving in the City Council, John Liu worked as a manager at the financial consulting firm of PriceWaterhouseCoopers. John draws upon his real world fiscal expertise to root out waste and mismanagement in municipal government.

John has dedicated his life to public service. He is a full-time Council Member with a mission to hold City Hall accountable and help restore public trust in our democracy. #

MICHAEL E. MCMAHON



Since January 1, 2002, Michael E. McMahon has represented the North Shore of Staten Island. He is Chairman of the Committee on Sanitation and Solid Waste Management and has led the fight to keep the Fresh Kills Dump closed. In addition, McMahon has become a leading voice in the City Council in the fight to save recycling and preserve the long-term success of the program. He has also worked with the Administration in developing a long-term solid waste plan. McMahon has also pushed the dialogue to at least look at long-term solutions to land filling. His environmental record has earned him the endorsement of the League of Conservation Voters.

As a member of the Finance Committee, McMahon has played a role in helping the City through a difficult fiscal time. He has been a strong voice on the Land Use Committee for smart growth and preservation. He recently received the "Friends in High Places Award" from the Historic District Council.

In his district, McMahon has been a leading voice in the battle over unplanned development and lack of City services. He has begun the "We Are One" campaign to deal with the racial tension that has grown in Staten Island. He has formed a clergy round table and has held town hall meetings throughout the District. He has worked diligently to connect his constituents to local governments and build bridges into every community in the diverse North Shore of Staten Island.

Michael E. McMahon is married to Judith Novellino McMahon, a Judge of the Civil Court. They have two children, Joseph and Julia. #

HIRAM MONSERRATE



In the City Council, Hiram Monserrate served as the Chair of the Veterans Committee. During his tenure, he stood up to New York legislators who voted for the new federal bankruptcy laws that penalize members of the armed forces who leave businesses and families to defend our nation and fought against budget cuts to destroy our promise to take care of our veterans' health, especially while our country continues to ask American families to make sacrifices in the Middle East.

Monserrate served as the Co-Chair of the Black, Latino and Asian Caucus. In this leadership position, he led his colleagues to ensure passage of living wage legislation for hard-working residents and families and successfully fought back attempts to cut funding for programs working to combat infant mortality and HIV/AIDS.

As a consumer advocate, Monserrate introduced and worked to pass a new law requiring truth-in-pricing in retail stores and battled the Mayor to successfully rollback Sunday parking meter regulations. As a former union member—SEIU Local 32BJ and the PBA—he has fought for fair contracts for workers citywide. And as a civil rights advocate, he led the successful fight to secure immigrants' rights and protect residents' confidentiality by working with the Mayor to create a "don't ask, don't tell" policy, Executive Order 41, regarding sensitive information in city agencies. The historic policy ensures the city's safety by allowing all residents access to necessary city services, including emergency health care and fire prevention.

Raised and educated in Queens, Monserrate has provided millions of dollars in necessary funding to ensure the quality of life in the borough, helping to expand libraries, provide quality playgrounds and greenspace and support language and job training programs. #

JAMES S. ODDO



Minority Leader James S. Oddo was first elected to represent the people of the 50th Council District in a February 1999 special election to fill the seat of his predecessor and mentor John Fusco. Before being elected to the Council, Oddo served as Chief-of-Staff for Mr. Fusco and Legal Council for former Minority Leader Thomas V. Ognibene. Oddo ran and won five elections in his first seven years in office.

In 2002, Oddo was unanimously selected to serve as Minority Leader by the Council's Republican delegation. He has been re-elected to that post in 2004 and 2006.

Described by the Staten Island Advance as a "smart, passionate & savvy lawmaker," whose "commitment on the issues is legendary," Oddo has authored important and common sense legislation. Examples include: A bill to protect houses of worship from vandals (Local Law 102/2005); Legislation to protect high school age baseball players by limiting the use of non-wood bats (Local Law 20/2007); Legislation increasing penalties for the illegal use or possession of dangerous fireworks (Local Law 69/2005).

Recognizing that a quality education is one of the most important issues facing our city today, Oddo has secured millions of dollars in new initiatives for schools throughout his district, including much-needed class room space; the investment in new and exciting technology that improves the learning experience, such as new computer labs, "smart boards," and wi-fi technology; and new recreational places and playgrounds.

Following in the footsteps of former Mayor Rudy Giuliani, Oddo has made public safety a crucial aspect of his tenure in office. He has allocated more than \$4 million to outfit various facilities in his district with security cameras,

including the JCC Family Center; the Staten Island Railway; PS 11, 41, 54, 58, 186K, 50, and IS 2; and the South Beach and Berry Houses. He has also been a key figure in the fight to increase police resources on Staten Island.

To improve health care, Oddo has been a leading advocate for increased access to necessary services. He has allocated hundreds of thousands of dollars to bring state-of-the-art digital mammography machines to Staten Island and more than \$1 million to help construct the desperately needed expansion of the emergency room at Staten Island University Hospital.

Oddo has also helped dramatically expand recreational opportunities in his district through his funding of new facilities such as the brand new New Dorp Beach Park; the Greenbelt Recreation Center; and various athletic fields, such as a new soccer field in Ocean Breeze and at the recreation Center.

Oddo, a native Staten Islander, received his BA from Fordham University and JD from New York Law School. The youngest of four sons, he comes from a family of proud city employees and he has never forgotten his roots. He has spent his tenure in office fighting for the oft-forgotten middle class through his advocacy against higher taxes, especially through his opposition to the historic 18.5% property tax hike in 2002. #

HELEN SEARS



25th District, Queens

Education is an important topic for all New Yorkers. The quality of our schools is improving and my colleagues and I on the New York City Council are working to ensure that the children of our city get the best education possible.

I have stood with concerned parents from across our city to call for more state aid for city schools. This year we are finally seeing an influx of state dollars as a result of the Campaign for Fiscal Equity (CFE) lawsuit. I will continue to demand accountability from the Department of Education to ensure that every dollar is spent in the interest of New York City public school children.

In our community I have fought to bring money to our local schools to relieve overcrowded classrooms and to make sure the children of our community can learn in safe and comfortable environments. Earlier this year work began on I.S. 145 in Jackson Heights to replace aged windows as a result of funding I secured. Also, I have secured funding to expand P.S. 13 and P.S./I.S. 102 in Elmhurst by several hundred seats in each school.

ANNABEL PALMA

When *Education Update* asked me to submit an article on what I am currently working on, my mind began racing because I wanted to include everything I have ever felt passionate about. Most recently, I passed a piece of legislation that the Council has made a priority. I was the lead sponsor of Intro 574 A, which allows all New York City and State inmates to receive a birth certificate free of charge if they serve more than 90 consecutive days in jail. I feel it is extremely important for us to help people transition back into society. This bill will enable them to obtain the necessary resources that will link them back into their community.

I am also working on a campaign called HASA For All. HASA For All began by way of many organizations that are leading the fight for homeless people living with HIV/AIDS. We believe that housing is a preventative tool and can save lives. It has been proven that when people are living in stable conditions, they are better able to care for themselves and subsequently live longer. Currently, there is a law in place to house people living with AIDS, however, if we include those living with HIV; I believe we as a society can help those in need, live longer and healthier lives. I will soon introduce a bill that will include the cost of people living with HIV and AIDS in the City of New York. We in the Council are trying to figure out the best way to make sure that

people who live with HIV/AIDS have proper and adequate housing. I am ready and willing to help all those who are in need of adequate housing in New York City.

These two bills are only a glimpse of what I would like to see occur while I serve at the Council. I have passed and sponsored many bills that will affect numerous New Yorkers. Although there is legislation that The City Council debates on, ultimately our goal is to always try to serve in the best interest of the people. #

TONY AVELLA

Tony Avella won election to the New York City Council in the 19th District—Northeast Queens in 2001 and was reelected with an overwhelming majority in both the 2003 and 2005 elections. Tony is Chair of Zoning and Franchises for the City Council and is a member of five council committees: Higher Education, Housing and Buildings, Fire and Criminal Justice Services, Land Use, and Veterans. Tony is the founder and Chair of the first Italian-American Caucus of the City Council.

Since taking office in January 2002, Tony has led the fight for and won citywide amendments to the "Community Facilities" section of the zoning code to address serious abuses that impact the quality of life in neighborhoods throughout the City. His efforts resulted in the first real changes to this part of the zoning code in over 40 years.

Tony has also been at the forefront in the battle citywide against overdevelopment and the proliferation of "McMansions." Working with the Mayoral administration and the Department of City Planning he has created new zoning districts such as R2A, which prevents the construction of "McMansions" and rezoned major portions of his district as well as numerous other neighborhoods in the City to preserve the unique residential character and quality of life. #

MATHIEU EUGENE



Dr. Mathieu Eugene made history on February 20, 2007, when he won a special election to fill the vacant seat in the 40th New York City Council District, formerly held by the Honorable Yvette Clarke, who ascended to a seat in the United States House of Representative.

Dr. Eugene broke down ethnic and cultural barriers to become the first Haitian immigrant to become an elected official in the City and State of New York. It is indicative of the support he has from his constituents, who went to the polls to quell any question of who their candidate of choice should be in City Hall.

Councilmember Eugene has had a longstanding commitment to the residents of the 40th District. Prior to winning the City Council seat, he was a dedicated member of the local community Board 14, as well as a member of the Community Board for inpatients at Maimonides Medical Center and was founder of an organization dedicated to youth and families in the community.

The wins in the special elections were significant in the context of their historic relevance that saw the first person ever and the first Haitian American elected to City Hall twice within months. However, it is also important to note that on September 18th, 2007, Dr. Mathieu Eugene had no opponent who contested him in the regular Democratic primary and history again was made. It is a testament to the hard work that he commenced in the community over 15 years ago and to the faith of the constituents. On November 6th, 2007 Councilmember Eugene won a landslide victory in the general election with over 90% of the votes.

The City Councilmember is committed to the betterment of the district and is thankful for the mandate of the voters. His district comprises communities in Flatbush, East Flatbush, parts of Crown Heights, Prospect-Lefferts and Ditmas Park. Councilmember Eugene serves on the committees of Aging; Immigration; Fire & Criminal Justice; Civil Rights; Environmental Protection and Lower Manhattan Redevelopment. #



National Yiddish Theatre— Folksbiene Honors Dr. Charlotte K. Frank & Sesame Workshop



Scott Wynn

Dr. Charlotte Frank flanked by Daniel Liebiskind (left) and Feliks Frenkel (right).

The National Yiddish Theatre—Folksbiene honored the Sesame Workshop (the non-profit educational organization behind Sesame Street) and McGraw-Hill's Dr. Charlotte K. Frank, one of the country's leading authorities on education, at its annual cabaret dinner gala.

What do Andréa Burns, Bebe Neuwirth, Peter Yarrow, Sheldon Harnick, Sesame Street's Bob McGrath & Grover, and McGraw-Hill's Charlotte K. Frank have in common? Yiddish and a love of education! Appearing at the special event celebrating innovation in education was the Emmy and Tony Award-winning actress Bebe Neuwirth, the Broadway rising star Andréa Burns (currently in "The Ritz," Belle in "Beauty and the Beast," and the Broadway-bound hit musical "In the Heights"), Peter Yarrow (of Peter Paul & Mary), and the Pulitzer Prize-winning lyricist Sheldon Harnick ("Fiddler on the Roof"). Joining in the festivities was Sesame Street's revered neighborhood fixture Bob McGrath and his friend, the lovable monster Grover, who (little-known fact) is a devoted Yiddishist. McGrath and Grover performed, as did co-headliners, in English and Yiddish. After a recent rehearsal with McGrath and Grover, Folksbiene's artistic director Zalmen Mlotek, the world-recognized Yiddish music expert and conductor, was beside himself. "Bob McGrath is one of the sweetest people I've ever met. He happened to know Rozhinkes mit Mandlen from when he was touring worldwide with Mitch Miller. He had a whole arrangement of it. It was part of his 'act' at one time. And who knew Grover is a closet Yiddishist! He loves Yiddish and even told me he remembers hearing it in the neighborhood when he was a boy monster! We're tickled blue!" Mlotek continued: "I salute and thank Sesame Workshop's C.E.O.

Gary E. Knell for helping us so graciously, and Charlotte K. Frank, McGraw-Hill Education's Senior V.P. for all that she does in so many arenas, but especially education. We couldn't be more proud to honor such fine people."

Dan Victor, receiving the award on behalf of Sesame Street quoted its founder Joan Ganz Cooney: "The most important message of Sesame Street isn't teaching the alphabet or how to count. It's about warmth, compassion and human understanding." We are introducing a new production of Shalom Sesame striving to help Israeli and Arab children and families find their commonalities and celebrate their diversity.

The gala benefited the Drama Desk Award-winning National Yiddish Theatre—Folksbiene, America's sole-surviving professional Yiddish theatre. The venerable company, which was founded in 1915 on the Lower East Side, is in the midst of an unprecedented and eye-popping period of expansion. Folksbiene has added new supporters (a national membership drive launched last year), increased attendance, doubled its outreach audience, produced outside of New York for the first time (its Drama Desk-nominated revival of "On Second Avenue" opened in Los Angeles in February), and added simultaneous Russian supertitles to all its performances (English supertitles were introduced in 2003). Folksbiene champions a two-fold mission: to be the custodian of a rich cultural legacy, while developing new works to add to this legacy. Demonstrating its broadening appeal, in each of the past two seasons Folksbiene received Best Musical Revival Drama Desk nominations—for "On Second Avenue" two seasons ago, and last season's dark horse hit, the Yiddish version of Gilbert & Sullivan's "Pirates of Penzance." #

CAREERS

Dramatic Success in the World of Fashion: Marc Daniel

By ALBERTO CEPEDA

While individuals who possess linguistic or logical-mathematical intelligence go onto successful careers in medicine, law or education, there are other kinds of intelligences that may not be reinforced through a high school curriculum but may lead to a successful alternative career.

Renowned hair color specialist, Marc Daniel is a testament to this. As a youth growing up in Los Angeles, California he discovered that his future did not lie in logical-mathematical or linguistic skills. He explains, "Throughout grammar school, middle school, high school I always did very poorly. I never really liked school. I was never enthusiastic about it. I was one of those kind of kids who couldn't wait for it to be over."

But he did discover at an early age his propensity and intelligence for spatial reasoning in his zest for art and theatre classes where he could express his creativity. Despite barely getting through high school, which he described as a "surprise", Daniel moved onto L.A Valley College where he studied fitness.

It was while attending L.A Valley College that Daniel furthered his interest in doing something creative while taking elective courses in Art



and Theatre. During that time he reached a crossroads in his life in terms of what career he wanted to pursue. He explains, "I was just so undecided and my mom kept talking about a career I wanted to choose and I

felt very lost. And not being motivated in school, I didn't have much hope."

Daniel reached an epiphany when a friend who was attending the Vidal Sassoon Academy in Los Angeles convinced him to join the school and try his hand at cosmetology. With no other viable options, Daniel enrolled in the Vidal Sassoon Academy. He explains, "I went and checked it out and it looked pretty interesting and it was very expensive at the time for me and it was a big commitment for me but I had no other means or alternatives. I was completely at a loss at what I wanted to do." He continues, "I got to hair school and instantly I caught on and it was just awesome and I zoomed through school which was amazing."

After completing the sixteen hundred hours of cosmetology classes mandated by the state of California for a cosmetology license and graduat-

OP/ED: CITY COMPTROLLER & PUBLIC ADVOCATE

IMPROVING CAREER AND TECHNICAL EDUCATION PROGRAMS IN NEW YORK CITY

By WILLIAM C. THOMPSON, JR.
& BETSY GOTBAUM

In our information age, the skills gap is widening rapidly. Gone are the days when well-paying jobs were available to unskilled workers. More sophisticated and specific math and computer skills are now essential in almost every field, from medical assistant to mechanic.

And yet, against this backdrop, the City has largely turned a blind eye to the potential of career and technical education to meet the needs of young people, as well as employers.

Notably, state-approved Career and Technical Education (CTE) programs are more successful overall than other high school programs in preventing dropouts and graduating students who can immediately find gainful employment in today's marketplace.

For example, students who graduate from state-approved health care CTE programs can earn \$40,000 or more with as little as a high school degree. However, CTE is not only an alternative to a college track curriculum. In fact, most students who complete a CTE course of study go on to two- and four-year colleges. Remarkably, this is true even though CTE students are less affluent, and have less access to out-of-school enrichment and college preparatory programs than other students in the system.

Indeed, when CTE is properly funded and well run, it really works—for both the City and its students. For instance, three high schools in the city currently provide students with Emergency Medical Technician training in Queens, the Bronx and in Brooklyn. These programs appeal to teens eager for an exciting, fast-paced occupation that carries professional respect while helping those in need.

Despite these existing programs, a strong bump in demand is expected due to the growth of medical emergencies as our population increases and baby boomers retire. In addition, the State Department of Labor predicts that between 2004 and 2014, the number of EMT positions in our city will grow by 14 percent. Thus, EMT programs will need additional support in the years to come.

Another area where worker retirements are creating more and more openings is the construction industry. Through the Edward J. Malloy Initiative for Construction Skills, some 70 students from the Class of 2007 will be placed in union apprenticeships within the next six months.

Since its inception the Construction Skills program has placed some 870 students in apprenticeships, with some 83 percent of those men and women still employed in the construction industry. Roughly 87 percent have been African American, Hispanic, Asian or other minorities.

We suspect that much of the success of these programs is directly related to the self-confidence

ing as the student of the year in his class at the Vidal Sassoon Academy, he moved on to a two year assistant program where he got the opportunity to work at the Sassoon Salon in Beverly Hills as a hair coloring assistant and then to various Vidal Sassoon hair salons throughout the United States.

Since then he has perfected and honed his craft working all over the world for many prestigious hair salons from Los Angeles, California to Munich, Germany. He also had the privilege to teach cosmetology students as an instructor at the Vidal Sassoon Academy in Santa Monica, California, which he explains, "That was just a great thing. To become a school instructor at an academy for someone who barely though he'd make it to high school, it's such an achievement. It was awesome."

Marc Daniel is currently providing his services in both coasts as hair coloring specialist at the Jim Wayne Salon in Beverly Hills and privately as a freelance hair coloring specialist in New

gained by young people who acquire solid, marketable skills. A renewed focus on CTE programs could help provide a remedy for youth who otherwise are at-risk of dropping out of school, and, ultimately, on a path toward joining the ranks of the under- or unemployed.

Before CTE programs can become a priority, however, the new per-pupil funding system must be revised to better reflect the varying costs of individual CTE programs and schools. The Independent Budget Office found that per student spending was lower in vocational schools than at general education schools. Under a new funding formula, some schools received budget increases this year, but many continue to operate with antiquated equipment that must be replaced; in others, computer systems must be upgraded. In addition, specialized instruction requires the ability to attract appropriately trained personnel.

Moreover, while New York City's employers are crying out for skilled workers, CTE principals have reported that they receive virtually no direct assistance from New York City's Department of Education (DOE) in establishing partnerships with private industry. These partnerships can lead to internships, apprenticeships, job placements and donations of essential equipment and supplies. They benefit students as well as the employers who gain a steady supply of qualified employees.

Another problem is that while State certification brings greater credibility to CTE programs, the arduous process of achieving State certification is placed almost entirely on the shoulders of CTE principals. These principals are already overburdened by the dual tasks of meeting Regents requirements while ensuring student proficiency in career or technical fields. The DOE must give them appropriate support for achieving the State approval process.

Finally—because of the new Regents graduation requirements and the need to raise many students up to grade-level academic proficiency—five-year graduation should become the standard for some CTE programs and schools, as is the case with Aviation High School in Queens. Many principals feel that this would make their programs more attractive to a larger group of young people.

We anticipate serious shortages in years to come in fields such as healthcare, construction, and automotive technology. Entrance into these industries—which offer gainful, middle-class employment—are within reach of those who acquire the right skills. CTE can give students such skills, but the programs must be well funded and they must be well run. As it stands now, our students—and our city—are being shortchanged.#

William Thompson is New York City Comptroller; Betsy Gotbaum is New York City Public Advocate.

York City. He explains, "Anything to do with chemical service to the hair I can do it." He adds, "Hairdressing is so easy for me; I can do it with no effort."

The salary for a hair coloring specialist varies depending on the prestige of the salon they work in and like any other business that provides a service, the quantity of their clientele. But aside from it being a lucrative career, Daniel explains that the biggest reward comes in, "Making people feel better. That is the number one thing. As a hair dresser and a hair coloring specialist especially, the first thing people do is look at themselves in the mirror and I have the ability to make them think about me every day."

Marc Daniel has demonstrated throughout his career as a hair coloring specialist that you don't have to be "book" smart to find your niche in this world and find a lucrative career that you love.#

Marc Daniel can be reached at 323-547-4999 for a home appointment in New York.



ST. JOHN'S FALLS TO VIRGINIA TECH IN AEROPOSTALE HOLIDAY FESTIVAL TOURNAMENT, 54-48

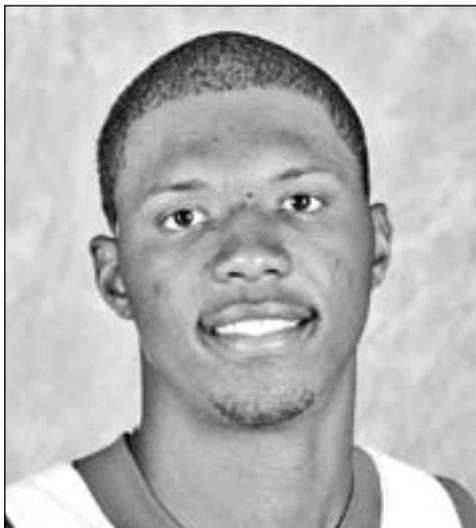
By RICHARD KAGAN

With seven freshmen playing at Madison Square Garden, considered by basketball brethren as the "mecca of college basketball"—the moment had to be somewhat intimidating. St. John's Red Storm had a few scant hours of sleep before playing against a foe from the Atlantic Coast Conference, one of the strongest in the nation, for the Holiday Festival Title. The Aeropostale Holiday Festival Tournament was played Dec. 28th and 29th.

"I knew our freshman would be a little nervous playing for the first time in the Garden," Roberts said. Virginia Tech made the shots when it counted and won the Championship game 54-48.

The Johnnies (6-5) fought tooth and nail with the Hokies (8-5) in the first half coming out with a slim 22-21 half-time lead.

And, then, in the one of the strangest 2nd Halves in recent Garden memory, St. John's couldn't make a basket. Shots went in and out of the basket. An easy shot, that was sure to go in, didn't. Balls bounced off the rim, bounced up and down and out. And, the futility went on—for over 10 minutes, when Anthony Mason finally scored down in the paint among a flurry of players with



Louie McCroskey

9:12 to play. Amazingly, The Red Storm were only down six points, at 34-28.

And, a few minutes later, when Sophomore Guard Larry Wright hit two free throws, he brought

the Red Storm to within two points of tying the game, at 34-32. But down by two is as close as St. John's would get the rest of the game, as they had great trouble shooting the ball. They shot an anemic 19% in the 2nd half, and 36% for the game.

"Let's face it, the game was ugly," Virginia Tech coach Seth Greenberg said. "We were just a little less ugly than they were."

Greenberg, talked about buying a pretzel and soda as a youngster and seeing the Holiday Festival at the old Garden. He knew its history and said this was the premier Holiday Tournament before college basketball exploded on the sports scene.

Both teams had 20 Turnovers, both teams shot poorly. "We were fortunate to make a couple of more shots," Greenberg said. Junior guard A.D. Vassallo, scored 16 points to earn Most Valuable Player of the Tournament.

Both teams' defensive effort kept their club in the game. "I thought both teams did a terrific job defensively," said Greenberg.

Coach Roberts felt good about his team despite the poor performance on offense. "It's a great learning experience for our guys," he said.

St. Johns 62-Marist 59

The Johnnies won a thriller in a close, hard fought game, in which neither team backed

down. St. John's was able to ride the hot hand of Anthony Mason, Jr. (12 points), the energy of Center Tomas Jasiulionis (12 points), and a late key basket by senior guard Eugene Lawrence, to emerge victorious.

Marist won 25 games last season and become a force in the MAAC. Coached by Matt Brady, the Red Foxes figure to be competitive with their two fine guards, Jay Gavin and Louie McCroskey, a transfer from Syracuse.

In this game, St. Johns went ahead by as many as 11 points at 57-46. But Marist, refused to cave in and they roared back behind some hot shooting to tie the game at 57 all.

Credit senior Eugene Lawrence with a big hoop. Lawrence had the ball at the top of key and drove in and scooped the ball into the net for a 59-57 basket that broke the tie, with just 1:21 to play. The Red Storm held on in the final minute to preserve the win.

Coach Roberts praised Lawrence on the play. "It was a huge shot," Roberts noted. "Geno had driven there a couple of times and they backed off. He continued to go in there and finished the play which was awesome for him to do so."

Anthony Mason Jr. was named to the All-Tournament team. Marist guard, Louie McCroskey was also named to the All-Tournament team.#

Disturbing Decline in Minority Enrollment at Law Schools

A new Web site created by Columbia Law School documents a disturbing drop in enrollment by African-American and Mexican-American students in America's law schools. Even though African-American and Mexican-American students have applied to law schools in relatively constant numbers over the past 15 years, their representation in law schools has fallen.

Even more worrisome is the fact that during the same period, African-American and Mexican-American applicants are doing better than ever on leading indicators used by law schools to determine admissibility—undergraduate grade point average and LSAT scores. In addition, the size of law school classes and the total number of law schools have increased—making room for nearly 4,000 more students.

Despite all that, first-year African-American and Mexican-American enrollment has declined 8.6 percent, from a combined 3,937 in 1992 to 3,595 in 2006. The data are provided together for the first time on a new Web site created by Columbia Law School's Lawyering in the Digital Age Clinic, in collaboration with the Society of American Law Teachers <<http://www.saltlaw.org>> (SALT).

"Most folks are not aware of the numbers, even among those interested in diversity issues," said Conrad Johnson, Clinical Professor of Law at Columbia Law School and a member of SALT's Board of Governors. "Law school admissions among African-Americans and Mexican-Americans is not as happy a story as some might think."

"The statistics help people focus on the numbers, not on ideology. Nowhere else on the Web are these statistics pulled together in such depth," Johnson said. The site includes 12 graphs and nearly 200 data points based on Law School Admission Council statistics for each year.

SALT is concerned about the trend because a less diverse body of law students leads to a number of poor outcomes, including a less diverse pool of lawyers and judges to serve the public, diminished faith in the administration of justice and a less productive, creative workforce. In addition, a diverse classroom experience helps to teach students about the world beyond their own lives and to work with people very different from themselves—a key asset to being a lawyer, Johnson said.

"We need our students to see more than one perspective and develop their critical thinking skills. You can't do that if all they see is the same small cut of society in class after class," Johnson said.

The site includes an analysis of the 2003 U.S.

Supreme Court decision written by then-Justice Sandra Day O'Connor in *Grutter v. Bollinger*,

which reaffirmed the limited use of affirmative action in university and law school admissions. In this most significant affirmative action case in a generation, the Supreme Court found that "student body diversity is a compelling state interest that can justify the use of race in university admissions."

"We need diversity in our legal profession to promote better legal education and fairness in our system of justice," Johnson said. Columbia Law School students Christina Quintero '08 and Jeffrey Penn '07 helped create the Web site as part of their experience in the Lawyering in the Digital Age Clinic. Paula Johnson, a SALT board member and professor at Syracuse University College of Law, prepared the analysis of the *Grutter* case.

Students in Columbia Law School's Lawyering in the Digital Age Clinic <<http://www.law.columbia.edu/focusareas/clinics/digital>> get hands-on experience using the digital technologies reshaping the profession. They work with public-interest lawyers and members of the judiciary. Students have handled eviction cases, advocated to restore essential government benefits, raised awareness about the collateral consequences of criminal charges, organized the pro bono efforts of the private bar in response to 9/11, and worked with community groups to press for affordable housing.#

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Children at Risk: Communities of Caring Help Get it Right from the Start

By MARGOT HAMMOND, DIRECTOR,
BANK STREET CENTER FOR EARLY
CHILDHOOD PROFESSIONALS

Earlier this year I was facilitating a group on teaching writing in a high needs school in an urban district. During a review of student work, a kindergarten teacher shared a picture with a few words created by a five-year-old student. "I am sad," the boy had written, "because my dad is dead." The illustration depicted a child with big tears running down his cheeks standing over a body lying on the ground in a pool of red...red crayon used to draw blood. Violence is so common in this community that the boy's teacher had not even been informed. This child and thousands like him need us to provide the support he requires for a better life, now, before it is too late.

Research on child development is quite clear about what a healthy start requires, the activities and routines that support growth, the kinds of relationships children need, and what happens in terms of brain development when a mother, grandfather, or caregiver plays peek-a boo with a baby, takes a toddler for a walk, or plays chase with a preschooler.

And research on helping underserved children tells us that that support must begin in the earliest of the early childhood years. Well-known studies, such as the Perry Preschool Project and Chicago Child-Parent Project, have shown that in school, and in life, children with high quality early education have higher rates of achievement and graduate high school more often and more quickly. As adults, they earn more and are more likely to own a home. The same studies demonstrate that quality helps to reduce grade retention, special education, teen pregnancy, and crime and incarceration. With an early positive start, chil-

dren are much more likely to do well, emotionally, physically, and cognitively; without it, they are much more likely to experience difficulty as they grow and enter school.

I see the results of what happens when children receive the support they need and what happens when they don't. Children who have gotten attention, children exposed to some of what the world has to offer, get along well. Children who have not (and in poor communities they are far too many) are in trouble from the very first day. They struggle to learn the basics, fail, and then drop out of school before they learn nearly enough to be successful in life. We must not continue to deprive a whole segment of our youngest citizens the foundation they need in order to succeed.

I know many of these children personally. They are intelligent, curious, active, and, given a better start, would definitely have greater success. Eager for learning, wanting to make friends, and curious about reading and writing, they are artists who spend hours drawing pictures of their families, singers with beautiful voices, and cub scouts proud to carry the flag during assemblies. If given what they need, these children have the potential to become scientists, mathematicians, poets, storytellers, athletes, and musicians. It is our responsibility to see that they do, to give them what they need.

Here is what works: Supporting the adults who support children. When we engage families and staff in family support, and enrichment and education activities, and provide opportunities for building community and learning and growing together, care and education for young children improves.

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We know how to create comprehensive services to meet both the educational and social service

needs of children and their families, a system in which (1) families are well informed about care and education options, and provided with the services and support they need to raise healthy children; (2) teachers are prepared, certified, well compensated, with access to ongoing professional development opportunities; (3) classes have a low

group size, high teacher to child ratios, and developmentally oriented activities and curricula are the norm; (4) wrap-around services include full day, year round childcare as well as education, enrichment, and family support, so families have the comfort of knowing their children are well

continued on page 21

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Global Classrooms: Expanding Its Reach in New Ways

By AMBASSADOR WILLIAM LUERS

A priority for our society must certainly be to prepare young Americans to understand the world in which we live, the threats to our globe and the uncanny richness and variety of the human experience across nations. Young Americans should be prepared for the impact of globalization on their lives and for the opportunities that can be gained from acting as a global citizen.

The primary objective of the United Nations Association of the USA is to educate Americans about the United Nations. Our educational role has become most methodical, and perhaps most meaningful, in our effort to build into urban public school systems the roots for a sustainable and expanding Model UN educational program. We call this effort Global Classrooms, since the work is primarily in the classroom, and since it helps young people learn about the world, conflict resolution and global citizenship in ways that few other programs in the public school system can. Like the other UNA-USA educational ambitions, we want to engage and excite young people about the world and the crucial role of the UN in that world. Much of the initial work in developing the US program has been made possible through the guidance and support of the Annenberg Foundation.

Growing Global Classrooms? We have been expanding our Global Classrooms educational program for the past eight years and are now taking it in new directions. We want to transform significantly the reach of Global Classrooms to more students and make this expansion sustainable. Our core objective from the beginning has been to bring the Model UN experience to children in urban public school districts in major US cities. The key components of the program have been our unique curricular materials, our teacher training programs and the Model UN conference that we organize for our students in each city. Global Classrooms' curricula cover conflict resolution, sustainable development, human rights, and our newest curriculum being tested this year is the Economics of Globalization.

To date we have: (1) tens of thousands of young



Ambassador William Luers

people across the United States who have become engaged in understanding the world through Global Classrooms; (2) more than 800 teachers trained in our curricular material; (3) another 800 university students who have become Model UN Conference Staff who help as mentors and student leaders for participants in our Model UN conferences, and (4) for each conference in 10 US cities between 200 to 2300 students participating annually. As a supplement to our expanding US program, our visionary Global Sponsor, Merrill Lynch, has encouraged our expansion to capitals around the world. We now have Global Classrooms programs in 11 cities: Beijing, Beirut, Berlin, Johannesburg, London, Madrid, Mexico City, Mumbai, New Delhi, São Paulo and Tel Aviv. The impressive aspect of this global reach has been to build the concept of global citizenship using the same curricular material and standardized Model UN conferences everywhere that are not America-centric culturally.

The next step in our work beyond US borders will be to link up our international participants with our US students in unusual ways that will enrich the experience for all participants in our

CONCORDIA LANGUAGE VILLAGES CREATE GLOBAL CITIZENS IN NEW JERSEY

"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.

Warm, sunny laughter is spilling from the dining hall. The villagers (participants ages 7-14) are singing lively songs in Italian about ravioli. The counselors wear silly hats and exaggerated expressions as they lead the mealtime presentation.

Your native language disappears. Arabic, Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish are the languages of these summer camps. Welcome to Concordia Language Villages, where the mission is to prepare young people for responsible citizenship in our global community.

Concordia Language Villages, a non-profit organization sponsored by Concordia College, Moorhead, Minn., now offers 15 languages each year to nearly 9500 youth between the ages of seven and 18. Villagers and staff come from all 50 states and more than 40 other countries for one-, two- or four-week sessions at sites located in Minnesota, Georgia and starting in 2008, New Jersey. In addition, there are adult and family programs in language and cultural immersion and Village Weekends for teachers and their students during the academic year.

In 1961, Dr. Gerhard Haukebo, a professor at Concordia College, Moorhead, Minn., created a two-week German camp for children. The counselors were college language education majors willing to try a new total immersion language program. Haukebo imagined an entire immersion model that eventually came to include Village passports, "customs", native speakers, authentic architecture, cultural cuisine and realia.

The Language Villages provide a place where

children are motivated and interested in the same things. They combine intellectual challenges with fun problem-solving opportunities that expand your child's interpersonal abilities and build social confidence. Participants wrap their minds around issues that extend beyond their hometown to the greater global community. Older students can earn high school credit in 13 of the world languages offered at the Villages.

Yet they continue to serve the traditional camp objectives of providing fun, outdoor, healthy places for summertime activities and meeting new friends.

Sometimes villagers arrive knowing nothing of the language of their Village. Others may have parents who speak the language or they may have taken lessons. No matter what the proficiency level, all the villagers are able to learn at their own pace while participating in activities together.

Village staffs use gestures, drawings, expressions, songs, and skits to communicate in another language. Games, sports and arts reinforce not only linguistic skills, but cultural awareness. At the Language Villages, villagers live the language.

New for 2008! Lago del Bosco, the Italian Language Village is coming to Blairstown, NJ. Located at a beautiful site just 65 miles west of New York City, youth 7-14 can experience one or two weeks in a full Italian language and culture immersion experience. Italian music, arts and crafts including drawing and mask-making, skits such as Commedia dell'Arte, soccer, authentic cuisine, and even forays into opera, along with other traditional outdoor camp activities encourage villagers to learn and use Italian in a natural and fun context. Andiamo a Lago del Bosco.

For registration or employment information, please visit www.ConcordiaLanguageVillages.org or call 1-800-222-4750 or e-mail clv@cord.edu.

program. Global Classrooms is becoming a globally recognized program. This was always anticipated as the real payoff for American children, which is to link them ever more directly to that broader world.

New Directions. Our vision now will be to achieve a broader and more sustainable community commitment to this program in all of our

cities, and a more effective way of linking our expanding international community of global citizens with our American students.

First, we are linking our international students with our American students through two important initiatives: Internet Connection. We will be expanding our use of the internet for Global

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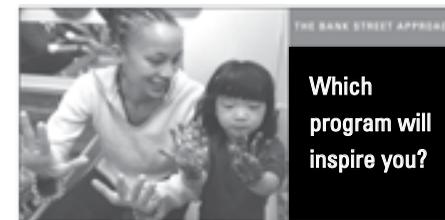
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Global Classrooms

continued from page 18

Classrooms and in the first six months of 2008, we will launch an upgraded website and a new design for Global Classrooms that will enable us to increase the scope of real internet interaction among our students world wide, including enhanced online simulated Model UN experiences.

Hub City International Conferences. We are beginning this year to expand the number of international students who join our conferences in three major cities—New York, Los Angeles, and Chicago. In Los Angeles, the city itself is getting behind a Los Angeles Pacific Rim Model UN Conference that will concentrate on economic and trade issues bringing students and teachers from the Pacific. This will be a unique regional experience with LA County and city support. In Chicago, which hopes to be the home of the Olympics in 2016, there is a high commitment to be a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago's development as a city of the world. In New York, we aim to greatly improve our annual international conference at the UN for over 2300 students annually making it the premier event for high schools in the our network of Global Classrooms programs worldwide.

Secondly, our goal is to develop strong com-

munity support for Global Classrooms in each of our American cities. As we reduce funding from our national programs, we expect our Hub city approach in Chicago, New York, and Los Angeles will help us expand the community commitment to the program. We are also expanding the participation in our annual conferences in each city to include students from private schools and suburban public schools on a paying basis to help cover the local cost of the conferences. Finally, we are asking students who travel from around the US and from abroad to raise money for their travel while we seek support from local corporations to fund our greatly expanding international exchange program.

Thirdly, we plan to renew our programs to support world wide Model UN programs and continue to be the central repository of information about the scope of the Model UN experience and sharing experiences with Model UN groups who have not been part of the Global Classrooms initiative.

At a time when international education for urban public school students in the US is decreasing due to pressures in the public school system for ever greater concentration "on the basics," Global Classrooms is bringing excitement to students across the United States who are interested in learning about and experiencing the world. And in doing so, it is building an appreciation for the role of the UN in that world. #

Ambassador William Luers is the president of UNA-USA.

NYU Steinhardt Launches Policy Series on Gender and Education



(L-R) Prof. Joshua Aronson, NYU; Prof. Marcia Linn, UC Berkley; Dean Mary Brabeck

NYU Steinhardt recently launched a three-part policy breakfast series devoted to gender and education and exploring the implications for policy and practice. The first breakfast, "Do Gender Differences in Academic Achievement Really Exist," brought together Marcia C. Linn, professor of development and cognition in the Graduate School of Education at the University of California, Berkeley, where she directs the NSF-funded Technology-enhanced Learning in Science (TELS) center, and Joshua Aronson, associate professor of applied psychology at NYU Steinhardt who has studied stereotypes, self-esteem, motivation, and attitudes for the past 12 years. Following an introduction by Steinhardt Dean Mary Brabeck, who cited the reemergence of the belief in significant statistical differences

in how the different genders learn, Linn walked the audience of policymakers, researchers, and educators through current research, which shows few, if any, differences in achievement attributable to gender. Aronson complemented Linn's presentation with a discussion of his own study of stereotype threat, which he and others have identified as the psychological discomfort that arises in a testing situation when an individual of a particular minority group becomes aware that his or her performance on the test may confirm an established negative reputation for that group. His research shows that performance is heavily influenced by "mindset," which speaks against the idea that there are substantial differences in intelligence or problem solving that can be attributed to gender. #

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Driven By Landmark's Mission: Chair Charles Manley & His Board Envision Great Outcomes For Landmark Students



Charles Manley

By MARY KUKOVICH

The first thing you notice about Charles Manley is the way he listens with great care and intent. The second thing you notice is that when he speaks—which is not often—his comments are insightful and precise.

That talent will serve Mr. Manley well in his new role as Chairman of Landmark College's Board of Trustees, which he assumed in November 2006. Like many board members, his relationship with Landmark began when his daughter, Julia, enrolled as a student. After graduating from Landmark in 1996, she went on to Lesley University in Cambridge, MA, to complete her baccalaureate degree in education and now teaches kindergarten.

"My wife and I convinced Julia to attend Landmark's summer program. It was a huge adjustment for her, being separated from her family and friends back in Texas. However, at the end of program, she told us: 'This is where I need to be. For the first time in my life, I feel like I can learn in a new way.' It was an incredibly brave thing for her to do and we'll always be grateful to Landmark. What she learned here will sustain her throughout her life."

Mr. Manley joined the College's Board two years ago, though Landmark had tried several times to involve him even sooner. "With my job demands, I knew I couldn't commit the kind of time needed to do the job well," he said. However, upon retiring in 2005 as Executive Vice president and Chief Administrative Officer at Anadarko Petroleum Corporation, one of the world's largest independent oil and gas exploration companies, he was ready to sign on.

"Based on our family's experiences and those of others, I knew firsthand the tremendous impact Landmark can have on its students. There was never any doubt in my mind of the value of Landmark's mission; when I retired, I finally had the time to get involved the way I wanted to," he said. As Board Chair, he believes his primary task is to assure Landmark's long-term financial stability. "We are a young college, so we lack the level of endowment other institutions have to develop new programs, fund scholarships and reduce dependence on tuition." Key to achieving that goal will be to continue to expand the Board "with a full cadre of individuals who are willing to devote their efforts and commitment to Landmark's vision."

Today's Board is largely comprised of individuals who are grateful parents of current and former Landmark students. "We're making terrific progress with the added perspective new Board members like Dr. Tom Brown from Yale bring to the table," he said. "Ultimately, though, I hope many successful alumni of the College will form the majority of our Board. They know and understand the power of Landmark better than anyone else."

To help achieve that goal, the College recently held the first meeting of its President's Alumni Advisory Board. "Seven very successful Landmark graduates attended that meeting," Mr. Manley said. "We were greatly impressed by their energy and enthusiasm—and we're looking forward to their insights and ideas."



GARY MOONEY is a self-confessed "John Knox clone; a thundering evangelist for meaningful accessibility" in the world of alternative learning. His avowed mission is to bring the insight that is the Landmark charisma into every post-secondary institution in Canada. Gary comes by his missionary zeal honestly. He is a former Jesuit Priest, educated at Cambridge University, who has been in turn an academic, a lawyer, an entrepreneur, and is currently CEO of the Canadian Division of a Fortune 500 Company. His declared goal is to create affiliation agreements between Landmark and multiple Canadian Universities such that the "accessibility" for the learning disabled which is guaranteed by both American and Canadian law is not merely a tinkling bell or clamoring cymbal. Gary is a member of multiple Public Boards, a Governor of the University of Toronto, and a member of the Board of Osgoode Hall Law School at York University in Toronto, Canada. "Duces Caveant."



Ernie Marcus

I am a real estate developer in Washington, D.C., focusing on urban mixed-use projects and affordable housing. My wife Madalyn is a painter. Landmark College has made a significant impact on our son Jacob's academic life through its comprehensive approach to learning differences supported by its dynamic and caring teachers and staff. While I just recently joined the Board, from what I have learned thus far, I believe Landmark could play a major role in redefining the way schools approach certain aspects of learning in all schools. That enormous potential to change the way things are done on a national basis is what led me to accept an invitation to join the Board in November 2007. As a prior board member for the Edmund Burke School where my son Jacob attended in D.C.,

Mr. Manley also sees opportunity in further developing the Landmark College Institute for Research & Training (LCIRT). "I would like to see the Institute realize its full potential, because it plays an essential role in our ability to reach out beyond Putney to the rest of the world," he said. "There's a tremendous demand

as well as being a parent of a child with ADD and executive functioning issues, I became exposed to the difficulties even the best schools go through in trying to meet the needs of kids who learn differently and the negative impact of that failure on the confidence of those kids. These creative, different kids deserve more and at Landmark College they have the opportunity to break through barriers and find success. I have seen my son take steady and sure steps from a disastrous first six weeks to significant improvement each semester (he is just entering his 4th semester). All this great work is going on in little Putney, Vermont—it's pretty amazing. #



Holly Hayes

Drawing on her experience in both education and business, Holly Hayes is helping Landmark College look at ways of serving students outside of Vermont. A former high school English teacher, a recent member of the NSEED board in suburban Chicago and past president of her local school board, she understands the needs and opportunities of students. She holds a master's degree from Wesleyan University and an MBA from Yale's School of Organization and Management. A former corporate development executive at Kraft Foods, she thinks strategically, understands market economics, and knows how new markets develop. She has worked in and with schools for over 30 years.



Steven P. Moschetta

I am an attorney specializing in admiralty and maritime law litigation. Although my office is located in Washington, Pennsylvania, I represent injured seamen and victims of river/boating accidents from all states in the Ohio and Mississippi river valleys to the Gulf of Mexico. I earned my undergraduate degree

throughout the country and the world for help in teaching students with learning differences. We hope that Landmark will be at the front and center of this effort."

Mr. Manley states that it is Landmark's students, faculty and staff members who ultimately hold the key to Landmark's future. "The degree of

from Washington & Jefferson College in 1990. However, I struggled in high school and college but fortunately—almost five years after earning my undergraduate degree—I was diagnosed with ADD. I immediately enrolled at Landmark College where I remained for two semesters in 1994-1995. I became an effective learner for the first time in my academic career and actually enjoyed school. Because of the skills I learned and confidence I gained at Landmark, I was able to graduate cum laude from Thomas M. Cooley Law School in 1998, where I served as an editor of the Law Review. Landmark helped me realize my dream of becoming a lawyer. Based upon my experience, I know that Landmark can help those like me, who might have been able to graduate from college, but still lack the keys necessary to unlock their full potential. #



BELLE BROOKS O'BRIEN holds a B.A. in Speech and English Education and a M.A. in Communications. Before Belle began the full time position of child rearing, she held the position of Director of Marketing and Public Relations for Jones, Day Reavis and Pogue; for KPMG Peat Marwick; and for Americom, Inc.

Prior to moving to the private sector, Belle served in the Federal Government for 16 years in a variety of senior consumer and public affairs positions at The White House, Department of Health and Human Services and The Federal Communications Commission. During her tenure in government, she served as the Executive Director of The White House Council on Consumer Affairs; the Chairperson of the Interagency Council on Citizen Participation and as President of the Washington Chapter of American Women in Radio and Television. She is currently Chair of the Suburban Hospital Foundation and a founding member of the Washington Area Women's Foundation.

Belle became involved at Landmark when her son attended and graduated from the College. She and her husband, Morgan E. O'Brien, Founder of Nextel and now Cyren Call, became committed members of the President's Council. She later joined the Board because she and Morgan believe the college made a profound difference in their son's life and path to success. She believes that the expertise that Landmark has developed in helping students learn in different ways needs to be available to as many students as possible on the Vermont campus and shared throughout the world through the Landmark College Institute. #

dedication at the College is unlike any I've ever seen. Landmark really is a place that changes the lives of the students who attend its programs and their families. We have set tall goals to help sustain and grow the College's work, but I believe that we have the collective will and the people in place to make it all happen." #



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At Logos Bookstore, to begin 2008 the KYTV Reading Group will discuss the 2007 Man Booker Prize winner, *The Gathering* by Anne Enright at 7 P.M. on Wednesday, January 9, 2008. The Sacred Texts Group led by Richard Curtis will resume its meetings on Monday, January 14, 2008 at 7

P.M. Sit-n-Knit will meet Tuesday, January 8, 2008 and Tuesday, January 22 at 7 P.M., The Children's Story Time will resume Monday, January 7, 2008 at 3 P.M. In the early part of January there is 50% off sale on boxed and single Christmas and Hanukkah cards. There is an ongoing 30% off book sale in specially marked sales sections. Come on over to Logos, pick up a *Viti-Vini*, some books, cards and music and enjoy the sales.

UPCOMING EVENTS AT LOGOS

Tuesday, January 8 and Tuesday, January 22, 2008 at 7 P.M., Sit-n-Knit will meet.

Wednesday, January 9, 2008 at 7 P.M., KYTV Reading Group will discuss *The Gathering* by Anne Enright.

Monday, January 14, 2008 at 7 P.M., The Sacred Texts Group led by Richard Curtis will meet.

Wednesday, February 6, 2008 at 7 P.M., KYTV Reading Group will discuss *A Connecticut Yankee in King Arthur's Court* by Mark Twain.

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

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By SELENE VASQUEZ

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Alice McDermott Hits Homerun at Marymount Manhattan College Writing Center

By DR. POLA ROSEN

"Somewhere in the Bronx, only 20 minutes or so from the cemetery," read Lewis Burke Frumkes, director of Marymount Manhattan College's much praised writing center the other night to a packed house. He was standing before a wildly enthusiastic audience explaining that he was quoting from a book that the Philadelphia Inquirer called "Alice McDermott's astoundingly beautiful novel about the persistence of love, the perseverance of grief, and all but unbearable loneliness." That book, *Charming Billy*, continued Frumkes, went on to win the national book award in 1998.

Most of McDermott's novels in fact have been nominated for major awards. Frumkes added that he remembered reading *Child Of My Heart* a second time two years after he had first read it and being totally enthralled all over again. "Alice," he went on, "has that power over readers. Sorceress-like she draws you into her tales easily, then forces you to look at her characters and yourself through a variety of lenses until you understand both the character and yourself in new ways." "Great writers," he said, "are able to do this. It is like magic, it happens but you are not quite sure how it happened."

McDermott was the fourth and final speaker for the fantastic "Irish Voices" series that Tina Flaherty and Frumkes cooked up this fall through the writing center and which Flaherty funded to the tune of \$100,000. The other speakers were Mary and Carol Higgins Clark, Edna O'Brien who flew over from London for the occasion, Nuala O'Faolin, and Alice McDermott. Next fall they intend to have the men, either Irish or maybe Italian writers.

McDermott, charming like Billy himself, recalled speaking once to another crowd where someone asked her if the novel in question was about her family. But before she could answer, she said, a woman on the other side of the room blurted out, "no it's about mine." and the audience roared. During the question and answer period McDermott became serious and said that she is very interested in what we all seek in life she said, what kinds of happiness we hope to

achieve, what kinds of redemption. Frumkes, clearly pleased with the warm reaction to the final Irish voices speaker, thanked everyone for coming including a group that had driven up from Pennsylvania just to hear McDermott and promised more wonderful fare in the coming months.

The writing center, on East 71st, continues to offer the city unique cultural and intellectual events he said proudly. Frumkes teased the audience with highlights from the new winter/spring brochure. There is the best-selling author series, which begins this month and will feature the great suspense novelist Joseph Finder January 17th, Walter Mosley, February 19th, Adam Gopnik, March 5th and Donald Westlake, May 5th. All the events he said are free but the center will also offer paying events such as a special panel called "The Secrets Behind Getting Published" on February 27th which will showcase important editors from *The New Yorker* magazine, *The New York Times*, as well as Adam Moss, the editor in chief of *New York* magazine. As if this were not enough he titillated the audience with a course called "Literary Erotica," taught by Daphne Merkin, a stand-up comedy course taught by Carolyn Brown, and a history of American classical music taught by the music critic, Barrymore Scherer. For more information or to register, call 212-774-4810 or 212-774-0789.#

Bank Street

continued from page 19

cared for and educated.

But although we know what we have to do, and dedicated professionals work hard every day to make things better for children and families, somehow our society as a whole lacks the courage and will to face the political costs of making certain that all our children receive the quality care they need and have a right to expect. If we cannot summon the will and solve this problem once and for all, the fate of that sad little boy whose daddy was killed, and many of his playmates, is all too easy to predict.#

Set in the lavish court of an African kingdom, this delightful retelling of the classic fairy tale is full of elegant dancing and high-spirited romance. Double-page collage illustrations crafted in oil paints and printed paper abound in African art and cultural motifs.

BIOGRAPHY: AGES 8 THRU 10:

Down the Colorado:

John Wesley Powell, the One-Armed Explorer
by Deborah Kogan Ray; (CIP, 48 pps., \$17.00)

A naturalist who lost his arm as a Union soldier in the Civil War, Powell had a vision for charting rough, new territories despite daunting obstacles. Full color paintings in watercolor and gouache render the wild beauty of the canyon country and the life of this amazing explorer.

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

Calendar of Events

January 2008

Camp Fair

SPECIAL CAMP FAIR ON SATURDAY, Jan. 26, 2008
Presented by Resources for Children with Special Needs, Inc.
Contact: Gary Shulman, 212-677-4650 www.resourcesnyc.org
Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 23rd annual free Special Camp Fair on Saturday, January 26, 2008 from 11 AM to 3 PM, at the Church of St. Paul the Apostle, (Entrance to Fair on Columbus Ave. near W. 60th St.) NYC.
Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature information on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.
Visitors to the Fair will receive a free copy of the Camps 2008 Guide. The Camps 2008 Guide (publication date January 2008) is also available by sending a check for \$25 plus \$8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.

Conferences

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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. 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

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:
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MEDICAL UPDATE



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

• 22

Exercise Testing May Help Predict Seriousness of Mitral Regurgitation

In as many as one in five people over age 55, when the heart contracts to send blood around the body, some degree of backward leakage occurs across the mitral valve, a condition known as mitral regurgitation (MR). When sufficiently severe, MR causes buildup of blood in the lungs, leading to difficulty in breathing (dyspnea, or “shortness of breath”), a serious condition called congestive heart failure. MR also can cause heart rhythm irregularities (arrhythmias) such as atrial fibrillation, which can lead to strokes and other problems, and ventricular tachycardia, which can cause sudden death.

A new study finds that monitoring the capacity of these patients to exercise on a treadmill—an evaluation called exercise tolerance testing (ETT)—may be useful in predicting the condition’s progression and whether the patient will need surgery. Led by New York-Presbyterian Hospital/Weill Cornell Medical Center, the research is published in the *American Journal of Cardiology*.

“Mitral regurgitation can be very benign, going unnoticed for many years, or can be severe, impeding the heart’s proper function and leading to complications, even death. There are few accurate ways to predict the seriousness of a

single case, and these methods require fairly sophisticated and expensive imaging. Our study shows that exercise tolerance testing, a simple procedure often performed in doctors’ offices, is an excellent tool for predicting if the patient is deteriorating and needs surgery,” says Dr. Jeffrey S. Borer, a study co-author; director of the Howard Gilman Institute for Valvular Heart Diseases at New York-Presbyterian/Weill Cornell; and the Gladys and Roland Harriman Professor of Cardiovascular Medicine and professor of cardiovascular medicine in cardiothoracic surgery at Weill Cornell Medical College.

“We found that exercise testing is a simple and relatively inexpensive way to predict outcomes. Patients with mitral regurgitation who perform well on the treadmill will likely remain healthy and not have to undergo further testing for a number of years. This gives these patients peace of mind,” says principal investigator Dr. Phyllis G. Supino, associate research professor of public health in medicine and associate research professor of public health at Weill Cornell Medical College.

Developed in its most simple form in the 1920s, exercise tolerance testing (ETT) is used commonly to assess the progression of coronary artery

Edward M. Cooney to Receive Award for Child Nutrition

The 2008 Gene White Lifetime Achievement Award for Child Nutrition will be awarded to a leader who has spent over thirty-five years combating hunger in the U.S. and internationally. Edward M. Cooney, Executive Director of the Congressional Hunger Center (CHC), will be honored as a champion of child nutrition at the 5th annual A Possible Dream Gala on March 4, 2008, in Washington, DC.

Mr. Cooney has spent his professional career dedicated to the cause of feeding hungry children. His work began as a legal services attorney in Connecticut in the early 1970s and progressed to state, national and now international programs. He has worked with nutrition and public assistance program participants, faith-based groups, local and state officials, and anti-hunger groups. His work through public and private sectors has set policy and promoted child nutrition programs worldwide. He has been an ardent supporter of child nutrition programs and has stood with the School Nutrition

Association as they have lobbied relentlessly on behalf of these programs throughout the years.

Mr. Cooney has served as the chief lobbyist and political strategist for the Food Research and Action Center (FRAC). In this capacity, he worked on every major federal food assistance program bill from 1979 to 1996, including legislation, which led to full funding of the Women, Infants, and Children (WIC) program, increased participation by low-income children in the School Breakfast Program and improved access to and significant benefit increases in the Food Stamp Program.

As the Executive Director of the Congressional Hunger Center, a nonprofit anti-hunger training organization that exemplifies a bipartisan approach to ending hunger, Mr. Cooney oversees the Bill Emerson National Hunger Fellows Program, which provides yearlong leadership development for emerging leaders in the fight against hunger in the United States. He also oversees the Mickey Leland International Hunger Fellows Program, which sends talented US citizens to the world’s poorest countries to continue the fight against hunger.

Mr. Cooney will be the sixth recipient of the award, created to honor the woman for whom it was named—Gene White, an extraordinary woman who dedicates her life to children and the benefits that good nutrition can provide them. Other recipients of this award include Senators Bob Dole and George McGovern, Dr. Josephine Martin and Catherine Bertini.

This year marks the 5th anniversary of this gala event, which was designed to honor champions of childhood hunger and raise awareness and funds for the Global Child Nutrition Foundation’s efforts to combat global child hunger through sustainable school feeding programs. #

The Global Child Nutrition Foundation (www.gcnf.org) is a nonprofit corporation whose mission and vision are to help the nations of the world nurture young bodies and advance young minds through the time-tested practice of school-based nutrition. The School Nutrition Association (www.schoolnutrition.org) is a national, non-profit professional organization representing more than 55,000 members who provide high-quality, low-cost meals to students across the country.

disease and the severity of aortic stenosis.

In mitral regurgitation, the mitral valve does not close completely, as it should, when the heart contracts, allowing blood to flow backward instead of forward, limiting blood flow to the body. Symptoms include shortness of breath, fatigue, cough, heart palpitations, swollen feet or ankles, and excessive urination. A characteristic heart murmur can be heard with a stethoscope.

In the current study, researchers followed 38 patients with chronic severe nonischemic MR (that is, MR not due to a prior heart attack) for an average of seven years. All underwent ETT at study entry. Patients who could continue exercising for 15 minutes or longer (of a maximum total of 18 minutes) had a fivefold lower annual risk of developing heart failure or other evidence of severe heart dysfunction necessitating surgery, compared to patients who were unable to exercise for that length of time.

In patients with chronic severe nonischemic MR, progression to surgical indications generally is rapid. There are two surgical options for the treatment of MR: mitral valve replacement and mitral valve repair. #

WINTER WALKING TIPS FROM MOUNT SINAI MEDICAL EXPERTS

Winter is here and with the first snow and ice having already hit the ground, it would seem a good time to review some basic tips on how to walk on slippery surfaces to help pedestrians avoid injuries.

While no technique is 100% effective for walking in cold, wintry conditions, the following are a few suggestions for slogging through the ice, snow and slush for the holiday season and beyond from Dr. Ronald Grelsamer, a hip and knee specialist at Mount Sinai’s Department of Orthopedics in New York City:

1) Move your feet ever so slightly apart as you walk. This will give you better balance. If the street is really slippery, bend your knees a little bit. You may feel that you look funny, but it’s worth it!

2) When going down an incline, consider turning sideways. Do NOT cross one foot over the other, as you will have no balance while your

feet are crossed. If the ground is steep, bend your knees (this is where those annoying ski lessons can pay off).

3) Protect your dominant arm. That would be the right if you are a righty, the left one if you are a lefty. Since a fall occurs very quickly, you have no time to plan for that. One recommendation is to hold your coat with your dominant hand, which instinctively leaves the other one to break your fall. If you are carrying something, do so with the dominant hand. Again, instinctively you will then use the weaker hand to brace yourself, should you fall.

“You can never be too careful, particularly since we haven’t had this type of weather in quite awhile,” commented Mount Sinai’s Dr. Ronald Grelsamer. “People should also pay special attention when exiting trains, buses and cars because you never know what the surface will be like until your feet hit the ground, especially at night.” #

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LETTERS TO THE EDITOR

CALIFORNIA

Philanthropist Eli Broad Awards California School District \$500,000

To the Editor:
I found this article exciting and refreshing. Knowing that someone of Mr. Broad's stature cares enough about the less fortunate to give back just made me smile. That old adage, "I reached out to grab your hand and touched your heart" seemed to apply. We're all teachers and educators of some sort. I am enriched by sharing my knowledge of the behind-the-scenes experience in the entertainment industry.

*Darice Rollins
Studio City, CA*

ILLINOIS

Ken Baum, Principal Extraordinaire

To the Editor:
This article is outstanding. Is it possible to get a list of schools in Illinois, and/or other states, that describe which programs are being used in which schools with what level of success?

*Maureen Kilty
Naperville, IL*

GEORGIA

So You Want To Be A Film Major

To the Editor:
The article really helped me get an insight on being a film major. I really needed this, because it's a true and very honest description and opinion of the courses. I'm a senior in high school right now, but I can't wait to go to college to study film. I'm so excited and even though it may be a lot of work, I know that I can do this.

*Gabrielle Conyers
GA*

FLORIDA

Harvard's Howard Gardner Receives Standing Ovation at Bank Street Event

To the Editor:
Dr. Gardner has contributed so much to the teaching of diverse students with his theories. I wish he could see the relief spread over the faces of my community college students when I explain Multiple Intelligences. For the first time, I think some students understand that they are not dumb and that they have their own strengths. It must be a relief to them after years of being put down by our traditional views.

*Dr. Shelby Morrison
Orlando, FL*

NEW YORK

About Dr. Muriel Petioni

To the Editor:
Dr. Muriel Petioni believes that everyone should have access to medical care. She not only demonstrated that here in the U.S., but now to a less fortunate Chieftom—Gbonkolenken Chieftom, in the war-torn country of Sierra Leone. Thanks for continuing to pointing us all at Women for Women of Sierra Leone USA in the right direction.

*Women for Women of Sierra Leone
New York, NY*

FROM THE SUPERINTENDENT'S SEAT

The Benefits of Learning



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

We heard it said recently, that if a person speaks only one language, you can bet that language is English and the person is American. Although learning second and third languages is a part of every student's curriculum in many other parts of the world, the U.S. has yet to make it a priority, despite the many studies that show how valuable learning a different language can be.

Language study is most easily accomplished if it is started when a child is young. In Syosset, world language study begins in kindergarten. Our program introduces a new language each year for our students. After Russian in kindergarten, we teach Chinese in first grade, Spanish, Italian, and French in second through fourth grades, and Latin in fifth grade. The goal is not to achieve fluency in the languages, but to give students an introduction to each language and in the process to stimulate brain development by having our students listen to and speak different sounds and phrases—it's somewhat like exercises for the brain. Scientists at Harvard and MIT had actually taken brain measurements of children before and after studying a second language and have seen clear evidence that such lessons can have a positive impact on brain development and the ability for a child to process information.

Language study in Syosset also includes culture and traditions of the people who speak the language natively, and promotes understanding and tolerance for people who are different than ourselves. Certified language teachers teach our world languages weekly to all elementary students, and the lessons continue in many other academic and special subject areas. Multi-lingual signs posted throughout the building make learning and speaking a second language fun and natural for everyone.

By middle school, which begins in sixth grade, students are more than ready to take on the serious study of a language with the goal of reaching a degree of fluency. The unfamiliar aspect is somewhat removed from the language study, and students have little hesitation about speaking a new language.

By the time Syosset students reach high school, many have a much stronger ability to speak and understand a second language. Many of our students are able to succeed in language AP tests in Spanish, French, or Italian. Others choose to take on a third language, and may select from Russian, Japanese, Latin, and American Sign Language.

Studies have shown the benefits of early language instruction in many other areas of our students' academic work. It is time for world language to become a part of the school curriculum for all elementary school children. #

2007: A Year of Progress in Education, Quality of Life and Public Safety



By MAYOR BLOOMBERG

I think it's fair to say that 2007 will be one for the record books. New Yorkers are living longer than at any point since World War II, our population is rising, and tourists are coming to visit us in record numbers. Over the past 12 months, we've launched more than 30 innovative poverty-fighting programs to give struggling New Yorkers a hand up, and we've begun work on most of the 127 proposals outlined in PlaNYC—our ambitious agenda to guide New York's future growth while confronting major challenges like climate change and traffic congestion.

But much of New York's success over the past year is owed to the fact that we continue to make great strides in three key areas of city life: education, quality of life, and public safety.

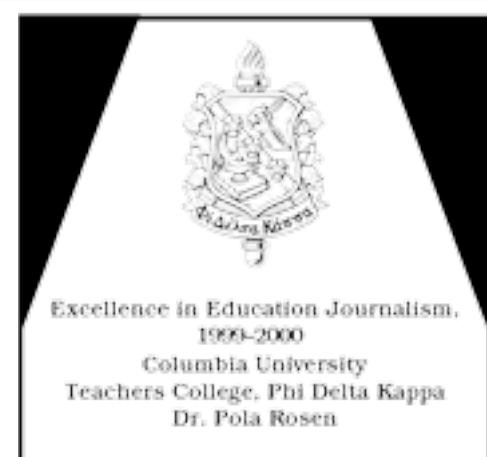
Public schools are the training grounds for the leaders of tomorrow. That's why our administration has made improving them a top priority. In 2007, we took big steps on a number of fronts. We reformed the school funding process to address historic inequities. We reached agreements to award bonuses to educators who work in our highest-need schools and improve student achievement. And we gave parents powerful new insight into their child's classroom by issuing progress reports that grade each school from A to F. All of this will build on the gains we've already made in higher graduation rates, improved test scores, and the narrowing of the achievement gap

among students of different ethnicities.

The past year has been a tremendous one for New York City, so let's give three cheers for our teachers and principals, our sanitation workers, our police officers, and all of the City employees who have worked so hard to make 2007 one of our best years ever. I'd like to wish them—and all of you—a happy and healthy New Year. #

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Sydney Ruff, '06
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