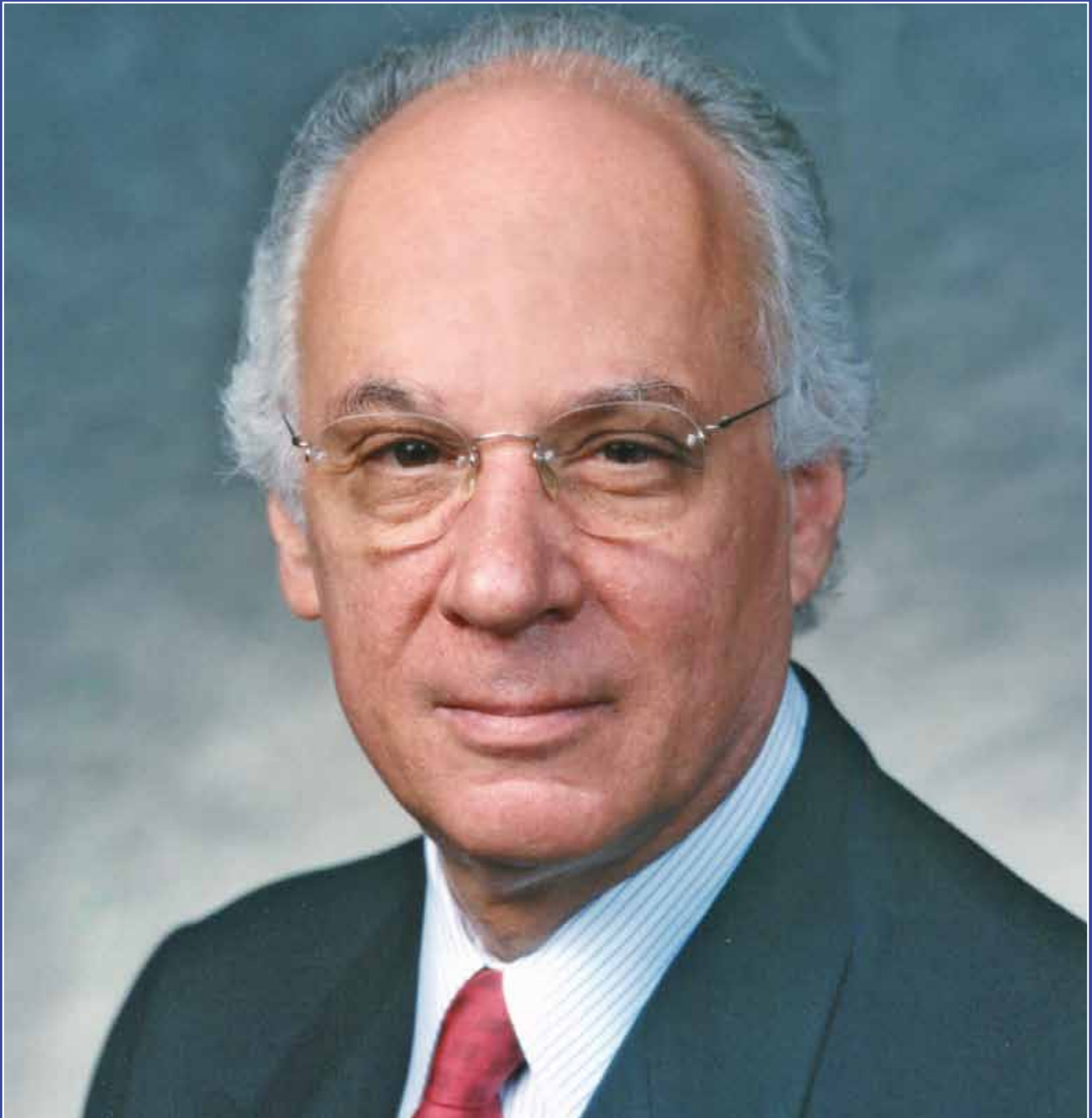


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MATTHEW GOLDSTEIN**

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GUEST EDITORIAL

CUNY's Community Colleges Provide Recession Insurance

By MATTHEW GOLDSTEIN,
CHANCELLOR, THE CITY UNIVERSITY
OF NEW YORK



Today, almost half of all undergraduates in the United States are attending a community college. Here in New York City, the six community colleges of The City University of New York—Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College, and Queensborough Community College—serve nearly 79,000 degree-credit students and almost 118,000 adult and continuing education students, the highest level in more than 32 years.

These students look to community colleges as pathways to employment, especially as the economic climate worsens. New York's students need "recession insurance," and CUNY's community colleges offer it, through career training programs, workforce development, career ladders, and a strong academic foundation for transfer students.

However, the 2008-2009 Mayor's Executive Budget recommends cuts that seriously threaten these critical educational programs.

The Executive Budget leaves our community colleges with a \$25.7 million shortfall in direct operating support—an 8 percent cut. To manage cuts of this magnitude, our colleges will have to eliminate teaching positions and class sections, cut library hours, forego the purchase of lab supplies, and decrease tutoring and advising services. There is no question that such reductions will have a harmful impact on our students.

Our community colleges play an indispens-

able role in the economic development of this city. Almost 90 percent of our graduates are employed within six months of earning the associate degree, and over 94 percent are either employed or enrolled for additional education. CUNY students also stay in New York City; of those who are employed, 93 percent work in New York City, contributing to the city's economy.

For example, over the last five years, CUNY has graduated half of all the new registered nurses that come from New York City-based nursing schools. On the 2007 National Council Licensure Examination—the national certification exam for nurses—six CUNY colleges, including three community colleges, are among the top 10 schools in New York State with both the highest pass rates and 75 or more test takers. These ambitious students are the city's workforce—its talent and its taxpayers.

CUNY's capital program is also threatened by this year's recommended city budget. In capital

funding, every state dollar spent on our community colleges must be matched by city funds; otherwise, we cannot access the state funds. However, city matching funds were not provided for most of the new state appropriations for the community colleges in the fiscal year 2008-2009 State Adopted Budget.

This includes funding for critical maintenance needs, such as heating and ventilation systems, exterior walls, and electrical equipment. The state appropriated \$88.9 million for these needs, but the city's Executive Budget provided no additional funding to match state funds. With every delay, conditions at our community college campuses worsen.

One of the most serious needs is the replacement of Fiterman Hall at Borough of Manhattan Community College (BMCC), which was irrevocably damaged in the September 11 attacks. The University has moved forward on a schedule to take down the building and begin construction by spring of 2009. However, without city funding to match the \$78 million state appropriation, that process will be delayed, while construction costs will continue to rise. BMCC, CUNY's largest community college, was overcrowded before Fiterman Hall was destroyed and now has an acute space problem that becomes more strained with every semester of enrollment growth.

As more and more students strive to insure themselves against the economic forces that are mounting against them, we must keep open their pathways to education, which represent their best insurance policy. Only with city support will we be able to continue to offer our students and our city the tools they need to weather any economic climate. #

EDUCATION UPDATE

Mailing Address:

695 Park Avenue, Ste. E1509
New York, NY 10065
Email: ednews1@aol.com
www.EducationUpdate.com
Tel: 212-650-3552 Fax: 212-772-4769

PUBLISHER & EDITOR IN CHIEF:

Pola Rosen, Ed.D.

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LETTERS TO THE EDITOR

FLORIDA

Dr. Mayme Clayton

To the Editor:

I am a librarian from Panama, presently working at Patrick AFB, FL, and think it is good that people know about Mayme Clayton and her family work and love for preserving the History of African-Americans. I wish I could be there to help you in preserving this bibliographic collection.

Miriam Patrick,
FL

TEXAS

Teacher In Space Candidate Completes
Proficiency Flight

To the Editor:

I love this article. Ms. Leestma was actually my 2nd grade teacher. I was in her class when she did the flight. I moved here and I miss her. She was my 2nd grade inspiration. Thank you for this article. If Ms. Leestma reads this, I miss you!

Annie
Carrollton, TX

NEW YORK CITY

To Moscow State University for St. Tatiana's
Day, the Students' Holiday!

To the Editor:

This article was very interesting...I have never been to Russia, but have always wanted to go there. Ms. Davis made me feel that I was with her and she experienced many wonderful things there.

Leslie Miller
New York, NY

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Dr. Pola Rosen

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Fordham's Cosby Scholars Improve Primary Grade Literacy



Cosby scholar and student



Professor Joanna Uhry

By EMILY SHERWOOD, Ph.D.

Twice a week since October, Cosby scholar Andrew Fletcher leaves his day job as a second grade teacher in the South Bronx and wends his way to Manhattan's P.S. 163 on 97th Street and Amsterdam Avenue to tutor a chatty first grader named Jack who, in Fletcher's words, was "struggling to match his peers in his class." On a rainy spring afternoon, he stops at the P.S. 163 library to pick up books on snakes for Jack, who has developed a passion for reptiles, on his way to the classroom. "Okay, Jack. It's time to do our work," says Fletcher gently as the tutoring session gets underway and the boy reluctantly tears his attention away from a picture of a very pregnant rattlesnake. Fletcher carefully lays out a phonics board in front of Jack, and they get to work on the day's lesson, identifying vowel sounds: the long "u" in *rule*, the short "a" in *sack*, the long "e" in *Pete*. Jack observes that if the silent "e" is removed from *Pete*, the word becomes *pet*, identifying the new vowel sound as a short "e."

Fletcher is one of 24 scholars in this year's Ennis William Cosby Graduate Certificate Program, an 18 month, full scholarship program coordinated by Fordham's Graduate School of Education (GSE) which accepts about two dozen Kindergarten through second grade teachers each year from under-resourced New York City schools. Created by Bill and Camille Cosby in memory of their son, Ennis, the eight year old Cosby Program combines classroom work at Fordham (each scholar takes six courses comprising 18 credits), intense supervision, and required one-on-one tutoring with the goal of improving New York City teachers' ability to help their students, many of whom are English Language Learners, achieve literacy.

Key to the program's success is the biweekly after school tutoring component: "We don't expect our teachers to tutor one child in their own classrooms because that's not a teaching mode that's viable in New York City. But after school tutoring gives our scholars the luxury of supervision, of problem-solving, of trying to figure out what one particular child needs. It helps them

figure out informed solutions to learning problems," explains Joanna Uhry, Ed.D., Professor of Literacy in the Graduate School of Education and Director of the Cosby program. And there's statistical proof of its success: "The children who have been tutored [by Cosby scholars] are significantly stronger in reading, spelling, and phonemic awareness than their peers who have had only after school homework help," sums up Dr. Uhry.

The Cosby program is competitive: there are typically 70-80 applicants for a cohort of about two dozen scholars each year. Applicants must not only work in high needs schools citywide, but they must also have attained at least a 3.0 GPA at the undergraduate level and a 3.5 in their Master's-level studies, if applicable, as well as a strong recommendation from their building principal. Many of the scholars have used the program as a springboard for job mobility, embarking on Ph.D.'s or moving into positions as literacy coaches, assistant principals, and principals (only one teacher has switched out of the education field since the program began in 2000). Indeed, Andrew Fletcher has just accepted a position as K-5 literacy coach next year at his school in the South Bronx, a challenge for which he believes he was well-prepared by the Cosby program: "How wonderful it will be to not just impact about 20 lives a year but to effect change across a school in order to impact about 350 lives. It will be quite a test but with my Cosby training, I am ready to take on whatever comes my way!" he writes enthusiastically in a concluding assignment for his tutoring/practicum course.

By providing the Cosby scholars with the tools necessary to improve student learning in some of the toughest schools in New York, the program has also served to reaffirm their belief in themselves as educators. "If nothing else, my work this year with Jack has given me the renewed energy and spirit to continue in this profession and to move forward with this new position," reflects Fletcher. "I would say in the end that Jack and I are even. I have helped him this year and he has done the same for me, by giving me this gift of renewal." #

THE DEAN'S COLUMN

THE DILEMMA OF TEACHER TRAINING COLLEGES

By ALFRED S. POSAMENTIER, Ph.D.

Recently a trend is emerging where private organizations—not higher education institutions are approaching bona fide schools of education to enter into a "partnership" agreements to mount an innovative teacher training program. Although portions of the program may have merit, it soon becomes clear to college faculty that these organizations are not at all interested in a partnership, rather they want establish the college as their teacher certification agent—without the college having any significant involvement in the structure and content of the program. Although the agencies dangle an attractive financial carrot, on serious reflection many of these approached colleges decide that such a project is really a manipulation for organizational control, leaving the college with only limited professional jurisdiction. In no other profession—not law, not medicine—would a group of interested, and perhaps well-meaning people, feel qualified to take the responsibility for professional training from the certified university programs.

It is generally accepted that the most important "ingredient" in education is the effectiveness of the teacher. Towards this end, we must seek to make the preparation of teachers—including innovative programs—the highest priority as we search for ways of improving education. This means strengthening and securing the professional status of schools of education.

When there are weaknesses among the teacher ranks, the first blames are placed at the teacher-training institutions, not the tenure laws that protect even highly ineffective teachers. Yet, before blame is ascribed to schools of education, we should examine how directly they are involved in educational policy-making and whether they are accorded the professional status due their responsibilities.

There have been recent discussions and reports on schools of education across the country that seem to reflect negatively upon their worth. This is consistent with a long-time perception by the general populace that teaching does not require special skills, or exceptional intelligence and training, but rather, just some knowledge of the material to be taught. In no other profession, not law, not medicine, are the practitioners treated with so little respect as in education, which—given its mission—is perhaps among the most important professions in society. Other professional schools are never asked to compromise their admission requirements or their training programs, while schools of education schools are often asked to make compromises, especially in areas of teacher shortages.

Over the past decades, there have been teacher shortages in certain areas and in varying degrees. When critical staffing needs occur, there seems to be a pattern of "panic moves" by school district administrations to find ways to meet these needs, especially when the normal channels run dry. Using the leverage of special funding from outside agencies, programs are "requested" of schools of education to quickly help fill vacant teacher positions. These programs can compromise professional judgment in the interest of expediency. For example, there are math teachers who did not major in mathematics and who got their content training while "on the job" as they were pursuing their master's degree. Naturally, this is more prevalent in the urban centers, but is not uncommon elsewhere.

In reality, schools of education are closely bound to societal needs, and cannot ignore the pressures of local communities and the national education agenda; they are not in a position to refuse to cooperate with such outside sources even if such programs dilute standards. The dilemma results in the compromise of professional training to fulfill the political will. For example, some programs enable a person with



no prior professional training to begin his teaching assignment at the same time as he is receiving such training. This puts students being taught by this inexperienced teacher at a distinct disadvantage.

To attack schools of education for producing under-prepared teachers may be expedient, but ignores the consequences to be faced if the schools were to disregard community calls for immediate action. There are those who argue that new graduates from traditional schools of education are not properly prepared to meet the needs of the students they are about to teach. While this may be, in part, a misplaced generality, there is another issue here as well. In many other professions such as engineering and law, graduates need to be oriented and specifically trained for the work and culture of the institution at which they are being hired. These training sessions—beyond the professional schools—can last months before the employee is entrusted with the workings of the firm.

In an ideal situation, either as a part of undergraduate training or immediately thereafter, a teacher candidate would spend an entire year being prepared for the profession in a school of education—as is the case in England. In the final stages of this comprehensive training, the teacher candidate would be familiarized with the school at which he or she would eventually teach. Schools of education would still have the responsibility for continuous in-service training—even beyond the master's degree level.

It is time for policy makers and school administrators to bring schools of education to the table and jointly plan for projected staffing needs, impending curriculum changes and other items of mutual interest, so that schools of education do not find themselves in a constant reactive position jumping to respond to last-minute crises in school districts. It is also time for joint initiatives on the part of school leaders and education faculty to design real partnerships that allow them to make the most effective use of their talents to support our nation's children.

Dr. Alfred Posamentier is Dean of the School of Education at City College of NY, author of over 40 Mathematics books including: "Math Wonders to Inspire Teachers and Students" (ASCD, 2003) and "The Fabulous Fibonacci Numbers" (Prometheus, 2007), and member of the NYS Mathematics Standards Committee.

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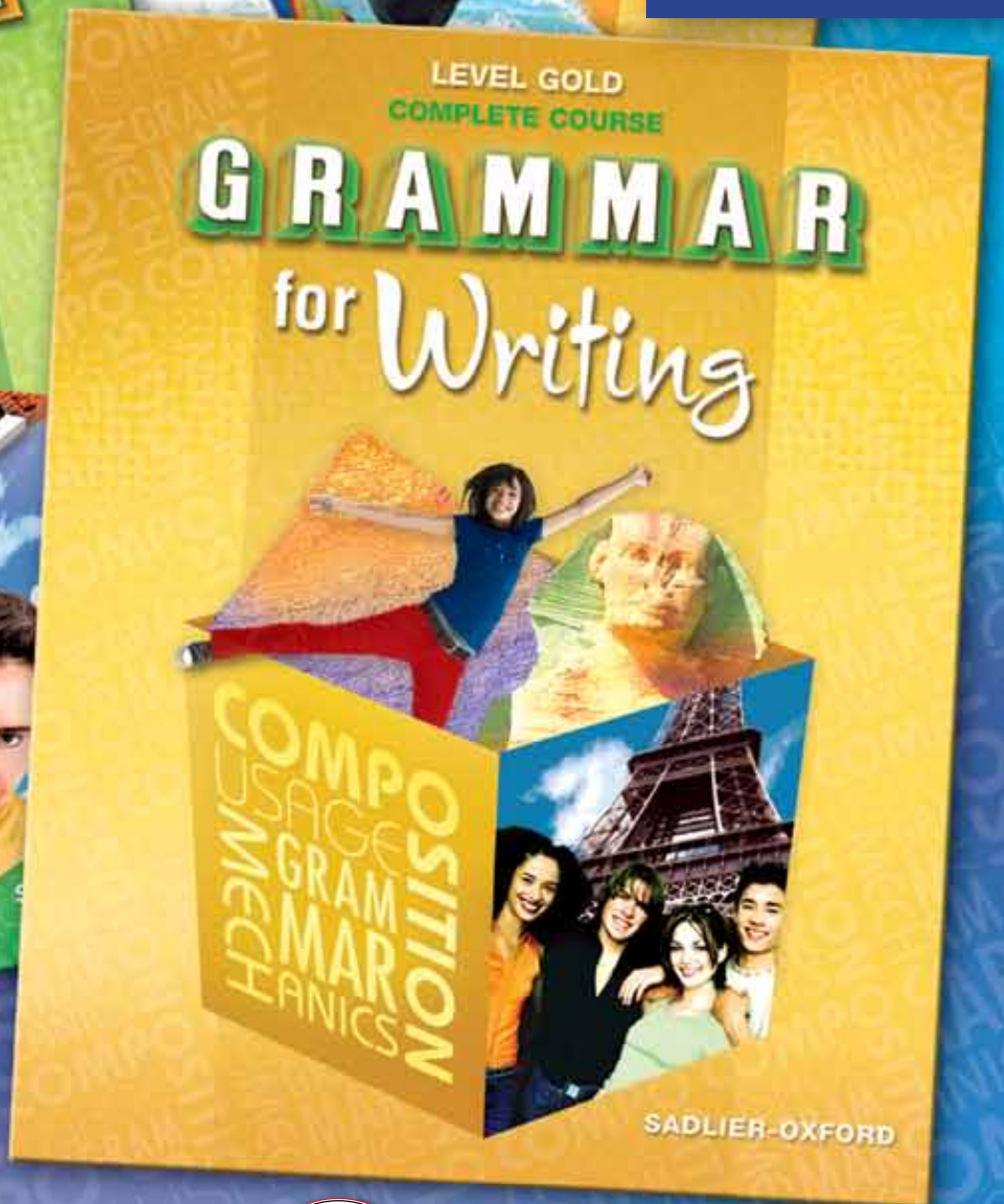
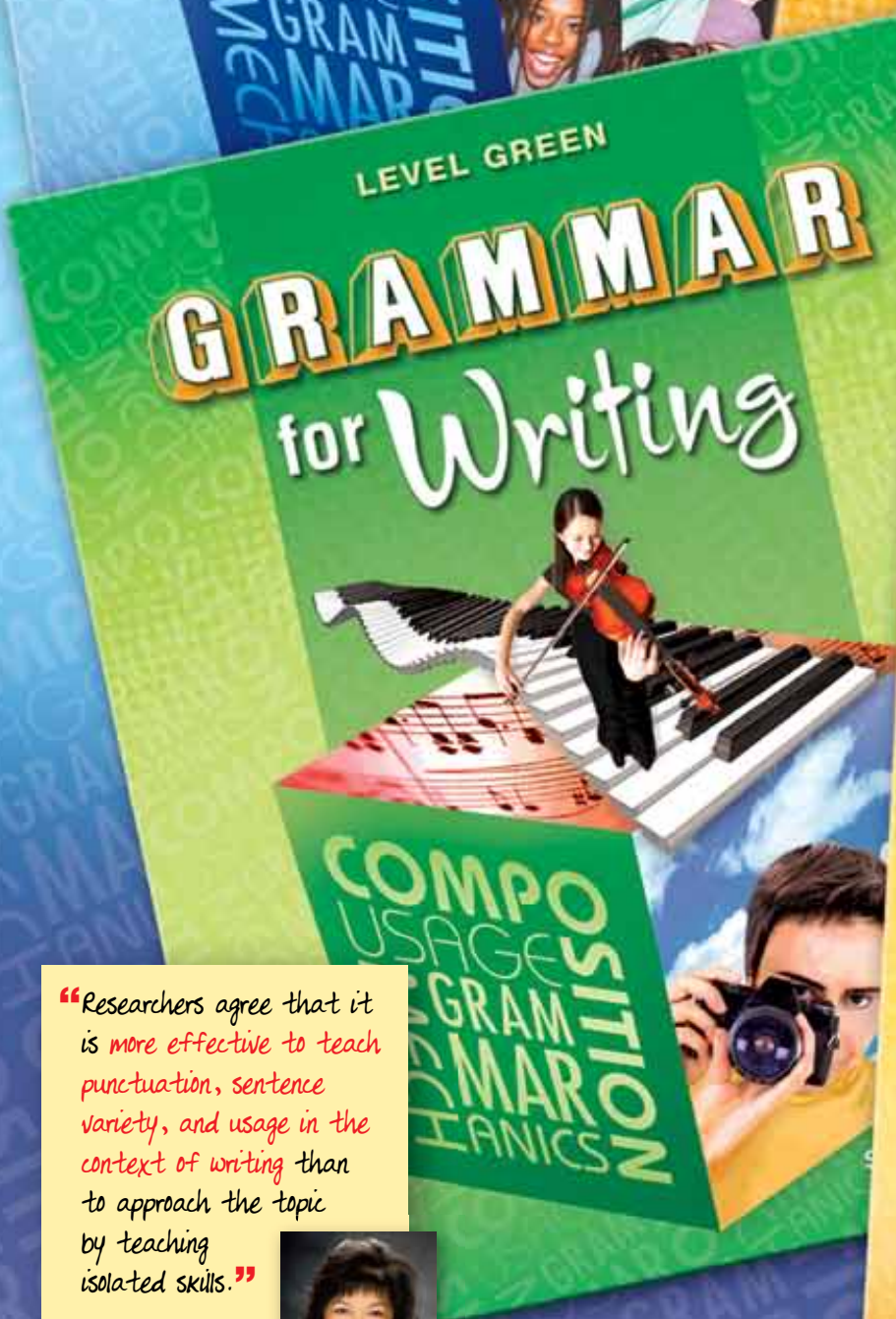
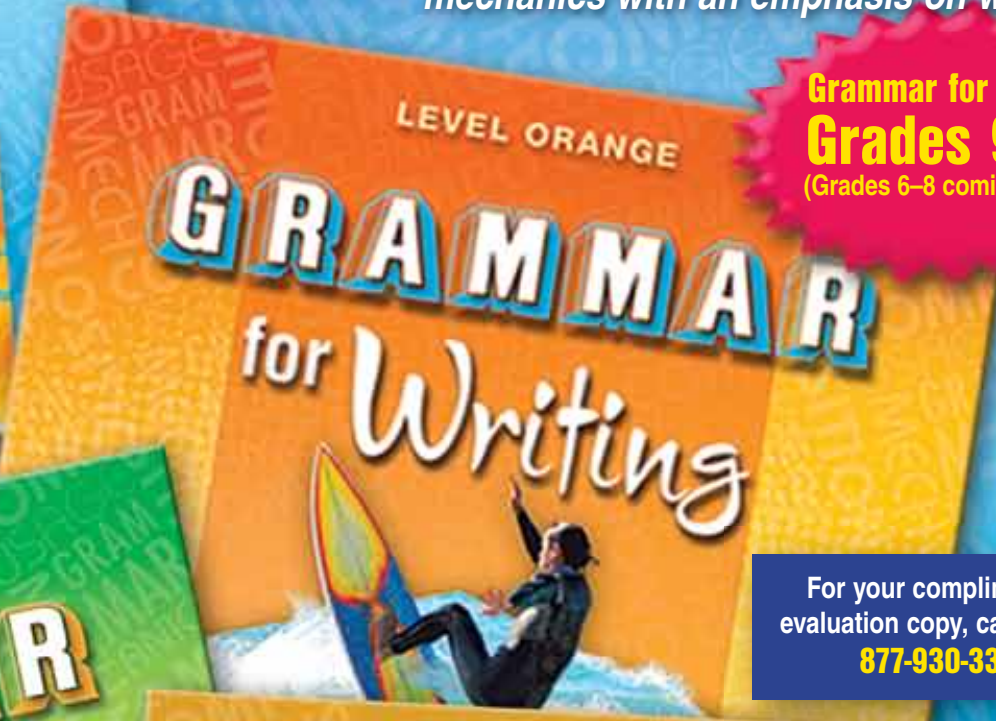
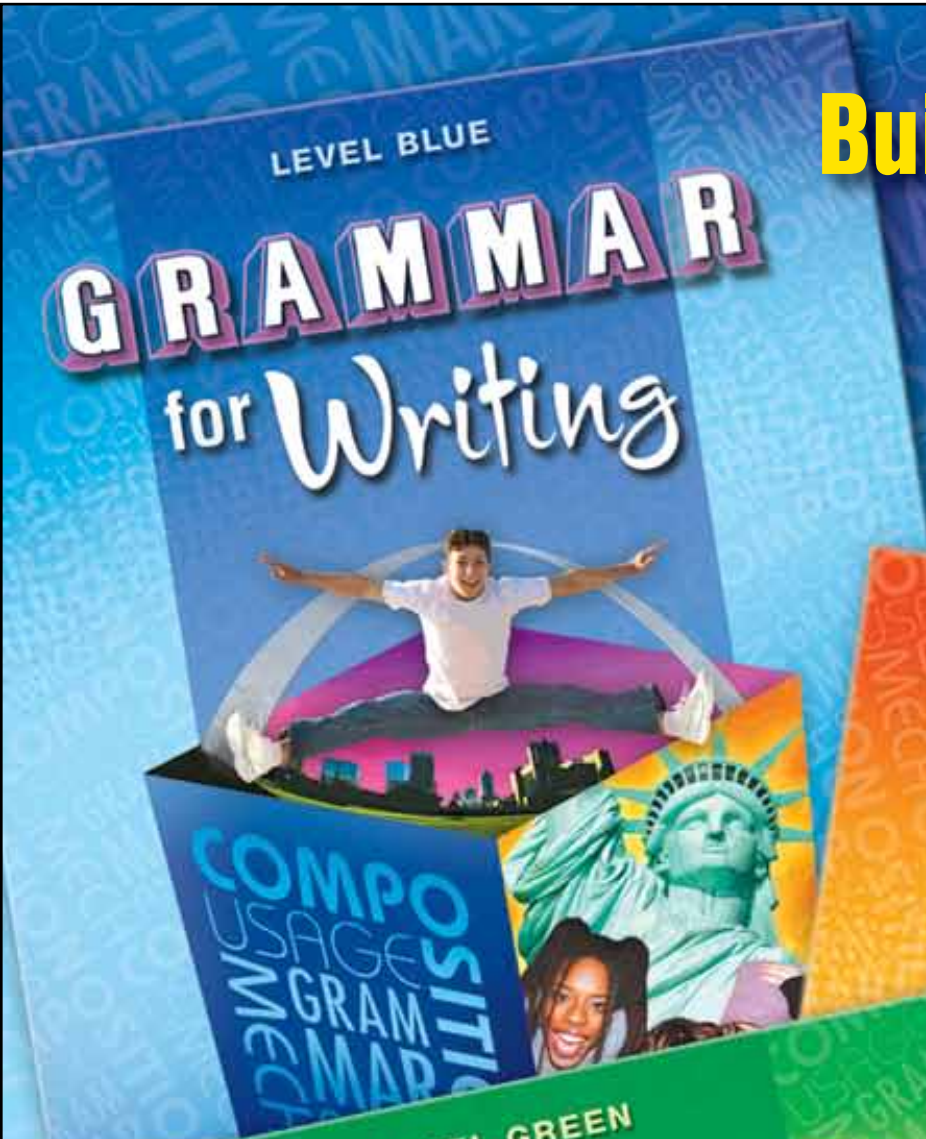


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FROM THE SUPERINTENDENT'S SEAT

Positive Behavioral Intervention and Supports in NYC

By DR. BONNIE BROWN

In recent years, as we have moved further away from a medical model in the evaluation and placement of students with challenging behaviors, educators have also shifted the paradigm from the concept of "managing behavior" to offering "positive behavior supports" to youngsters. Using this new focus, educational institutions are attempting to build positive climate and culture in their schools which support student growth and the ability of youngsters to self-manage their behaviors. Various school-wide programs are in effect throughout New York City under a grant known as "Positive Behavioral Intervention and Supports" (PBIS) which is a research based approach for improving the capacity of a school to educate all students, especially those with challenging behaviors. PBIS external coaches work in schools with administrators, teachers and support staff to improve student attendance, achievement and behavior in the schools participating in the grant.

In New York City, the technical assistance center for the Northeast Region is District 75/Citywide Programs. The district serves 23,000 students who are deemed to be in the moderate to severe range of disabilities in programs for students with emotional challenges, cognitive disabilities, sensory disabilities including the blind-deaf, those on the autistic spectrum and those with multiple disabilities and mobility challenges. The mission of District 75 in regards to the PBIS grant is to deliver comprehensive training and professional development to school based personnel and make the district's expertise readily available to school-based teams while partnering with colleges/universities for training, technical assistance and support. In addition, the district provides leadership to ensure that school and community resources are organized to help schools, families and communities to address the needs of all students and to develop school/mental health collaborations.

This school year, the district has implemented a new programmatic initiative to facilitate positive behavior supports for high risk students and those who are in danger of being referred to more restrictive environments. The program acronym is STOPP, Strategies, Techniques and Options Prior To Placement. The goal of the program is to assist general education schools in maintaining students with challenging behaviors in their home zoned schools by offering training and



support to staff and families. District 75 under my supervision, has developed a team of clinicians and teachers who can support schools/classrooms upon request and work with school-based staff to look at individual student behavior. They focus on the antecedents to the behavior, the locale, the duration and frequency, and the response to intervention. Teachers are supported in implementing a functional behavior analysis for individual students, which can result in a Behavior Intervention Plan. To support this, classroom staff and administrators are trained in Therapeutic Crisis Intervention and learn to de-escalate student maladaptive behavior and break into the conflict cycle. Data collection is done through a vehicle known as SWIS, School-wide Information System which can graphically chart behaviors so that pupil personnel teams can evaluate and plan the appropriate support and intervention for the student. In some cases, a student may require the assignment of a crisis management paraprofessional for content area instruction. Another intervention may be the design of an augmentative or assistive communication system for a child to reduce anxiety and improve frustration tolerance. An integral part of the work is in determining if the student's crisis is in response to a situational change at home or in the environment or if it is the manifestation of true psychopathology. After all this data is collected, the team will make a determination if the family needs intensive case management and will then link the family to a community based organization which can offer a wider range of

SPRING IS IN BLOOM

By DR. CAROLE G. HANKIN
With STACY L. SOKOL

It is the time of year for some of us to come out of hibernation and wake up to surrounding beauty, and it is easy to realize that natural beauty is everywhere. Tulips, daffodils and flowering cherry blossoms are only a few tangible signs of spring this month. Renewal and growth is all around, whether you live in a city, suburb or rural area. This is a truly glorious time of year, giving us all an opportunity to take a moment to listen to the birds sing and appreciate our environment.

I always enjoy when the weather warms up and I see students experience springtime at school, as athletes practicing on the outdoor fields or budding scientists hatching chicks in kindergarten. It is our responsibility to give children formal, educational experiences with science, as well as time to discover the wonders of nature on their own. Exploration is a natural state for all children, and their attraction to turning over rocks and puttering in the garden is a trait to encourage.

Take the opportunity to expand your child's knowledge and head over to your local library to borrow gardening books. Find out about the many different options you and your child might enjoy while you peruse photographs of colorful flowers. Look for bushes to border walkways, perennials for your yard or annuals to fill a window box. You can bring natural beauty into your everyday life and plant a tree to create a serene, shady place to spend time with your family. Children love learning the names of plants, how to tend to them and will achieve a sense of accomplishment each time they see the result of their hard work bloom.

Structured or unstructured nature-based activities, as long as children are enjoying the environment, reinforce an appreciation for local habitat,



and allow respect for the earth to become part of a child's character. As a student learns the stages of butterfly metamorphosis or chases a monarch through a field of flowers, each experience makes an impression. Both are vital ways to teach our children about the wonders of ecology, and instill a love of the outdoors into a generation who will one day become protectors of our open spaces, parks and conservation efforts. As we cultivate environmental awareness in our children today, we improve the hope of sustaining ecological efforts for generations to come.

As the grass, flowers and foliage grow, so can we, by appreciating the earth's renewal and noticing beauty all around us. We should share this free and accessible gift with everyone in our family and take time to celebrate our gardens and our children's growth.#

Dr. Carole G. Hankin is the Superintendent of Schools, Syosset Central School District.

support.

I spearheaded this innovative program as part of my belief that there is an over identification of students with challenging behaviors and concomitant placement into environments that are more restrictive than may be necessary. My hope is to build a gate for high risk general education students and train staff in the community schools to ensure that these students can be successfully maintained in their home zoned schools with their siblings, chronological peers and necessary family support. The expertise in District 75 is

thus being used to build capacity in local schools so challenging behaviors do not become overwhelming and tax the entire general education school environment. Although this is a fledgling program, the results have been well documented and the requests for assistance are coming in leaps and bounds. I believe that initiatives such as this one will help students learn a repertoire of skills through which they can increase their self-managing behaviors, decrease the referral rate to special education and in the long run improve the school retention rate of students leading to graduation.#

Dr. Bonnie Brown is the superintendent for District 75.

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PRESIDENT LOGAN, CSA SPEAKS

LET'S CLEAR THE RECORD

By ERNEST LOGAN

When I took office more than a year ago, I was determined to gain for my members, school supervisors and administrators, the respect they deserve for the magnificent job they do as well as the resources they need to pursue excellence in our schools.

I reached out to colleagues in the labor movement, state and city lawmakers, public advocacy organizations, businessmen and women who support our schools and our own supervisors within the Department of Education. I believe I have been successful in making large strides towards that goal: Many school supervisors are finally receiving the recognition they deserve for their contribution towards making this city a better place to live, a better place to work and a better place in which to raise children.

CSA members—NYC's public school leaders—have become the go-to people. When difficult questions arise about schools and education, we're known for providing in-depth answers in both our private and public conversations. We don't provide the easy answers, or answers our questioners may want to hear, but our expertise is valued and so is our integrity.

That integrity, however, is sometimes called into question without justification. Increasingly, CSA members are distracted by unwarranted, unjustified and, sometimes, absurd allegations. Sometimes these allegations are anonymous and sometimes they seem to be made in direct response to criticism or an unsatisfactory rating. These retaliatory tactics are time-consuming and costly; by law, investigators must become involved, and then lawyers must duke it out. Worse, a supervisor must waste time defending his good name rather than spending his time pursuing his true vocation: the education of children.

I urge the Chancellor and the DOE to find a way to quickly handle these complaints so our members can focus on instruction. Not only do they damage a supervisor's reputation, they cast a pall over a school and a community.

I'd also like to publicly commend CSA members for the support and leadership they have shown in the ongoing schools-budget battle. CSA's leadership asked them to reach out to their elected officials and demand that they keep the promise to all the children of this city.



Because of their actions, the NYS legislature kept its promise to NYC, despite difficult economic times, and provided an increase in funding. As I write this, Mayor Bloomberg's executive budget proposal is asking for a \$400 million reduction for schools. CSA officers, staff and members have been pounding on the doors of the City Council to demand that schools be held harmless in this round of budget cuts. Understand: Although NYS has provided additional money to schools in the form of Contract for Excellence dollars, the Chancellor has decided that he wants the autonomy to spend some of this money at his own discretion, not for what it was earmarked. This money was specifically allocated by the state to assist high-needs schools. This generous state funding was not provided to shore up initiatives created by the Mayor and Chancellor.

I understand that in tough fiscal times, leaders must make tough decisions. But first, these leaders must determine what is the mission of an agency, which, in turn, determines what is its priorities.

NYS's priorities are clear—addressing the inequities of past state-funding formulas to help high-need schools as well as to lower class size and bring all children up to a minimum standard of education. By providing this increase in funding in difficult financial times, they have shown their commitment for continued student achievement.

We have come so far in the past five years. This is not the time to stop the momentum. We're finally realizing the dream: Children do come first. Let's continue sending that message to all the parents of our city, regardless of income, education or access to those in power. #

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

THE SCULPTOR AND THE DEAN: AN AMAZING TALE



Sebastian & Dean Alfred Posamentier

By JOAN BAUM, Ph.D.

It's not difficult to understand the connection between the world-renowned sculptor Sebastian (born Enrique Carbajal Gonzalez in Ciudad Camargo, Chihuahua, Mexico) and the distinguished scholar and teacher, Dr. Alfred S. Posamentier, Professor of Mathematics Education and Dean of the School of Education at City College. Barely a year ago, however, never having met, neither man would have imagined that a relationship would develop between them that would, within months, take on surprising and rewarding significance, leading to the acquisition by City College of a spectacular 12,000 lb., 25-foot high steel sculpture, "A Three-Dimensional Möbius Strip," the award of a doctorate to the artist (along with one to Elie Wiesel), and the writing of a chapter by Posamentier for a forthcoming book commemorating Sebastian's 60th birthday. Both men, internationally prominent and much honored practitioners in their fields, met almost by accident, asymptotically, as it were, over a love of geometry, and rarely has the two-cultures divide been finessed to such mutual delight.

It all began casually last July, says Posamentier, when he was on vacation in the Austrian Alps. Of course, professionals never really vacate, and a chance peek at his email led to his reading an odd request from a publishing assistant. Would he consider doing a chapter for a book on Sebastian. Who? What? The Internet gave him answers, spectacular answers—Sebastian was a Mexican sculptor, with major pieces in major cities all over the world, solo exhibitions and awards from everywhere, including The Jerusalem Prize from Israel, its top artistic prize. Unbeknownst to Posamentier, however, was the fact that Sebastian had already done his homework on his future colleague.

One email led to another, and later that summer to a meeting in New York. It was August, "a quiet time at the college." Would the sculptor like to visit? Would he, indeed. One week later, Sebastian and company arrived at the dean's office, company consisting of the sculptor's wife and daughter whose English was further along than Sebastian's. Posamentier says he will never

forget that day: the artist "shlepping" a suitcase on rollers. What could possibly be inside? The "baffled" dean was soon enlightened: out came intricate plastic models, 10" x 10" x 10" unfolding maquettes that folded into other and into other shapes. But that was not all. The suitcase also revealed copies of Dr. Posamentier's books, an "inspiration" for him, Sebastian said.

"Something hit me," the dean recalls, and the next thing he knew he was calling up an old friend, the mathematician, Dr. Herbert A. Hauptman, who, with Dr. Jerome Karle, had won the Nobel Prize for Chemistry in 1985. Would he like to meet Sebastian, and would Sebastian like to meet Dr. Hauptman? Do we need an answer? A planned one-hour visit from Mexico to Buffalo turned into a day-and-a-half love fest, and the novelist reported that Sebastian was "phenomenal." The circle was widening, centrifugal force energized by excitement. By fall, the artist was back in the city, invited to attend a Junior Science Research Conference, held every other year at City College, and meeting CCNY faculty members and administrators. "Everyone was enthralled," Posamentier recalls, and the next step was inevitable: Would Sebastian do a piece for City College?

Now it was the dean's turn to travel, and January of this year, along with three college administrators, Posamentier went to Mexico City to see how the sculpture was advancing. There he found the once-poor, now famous, artist ensconced in "an enormous gallery," surrounded with assistants and "Möbius" moving along nicely. It's an astounding story, Posamentier says, beginning almost by accident, and now embracing a suggestion by the Mexican Consul that perhaps an agreement might be struck between City College and Chihuahua. For the dean, often quoted for his long-time "passion to seek ways to make mathematics interesting to teachers, students and the general public," this serendipitous association of science and art exemplifies the kind of "Mathematical Amazements and Surprises" he likes to present for popular consumption—a subject that also just happens to be the title of his newest (forthcoming) book. #

EVALUATING TEACHERS BASED ON STUDENT PERFORMANCE

By MARTHA MCCARTHY, Ph.D.

Opinions differ on the merits of assessing educators based on the performance of their students. Former New York Governor Eliot Spitzer proposed tying student achievement to teacher tenure decisions, but recently the New York legislature instead adopted language specifying that for the next two years teacher tenure decisions cannot be based on student test scores. This legislation, strongly supported by the teachers' union, has been denounced by New York City Mayor Michael Bloomberg. The provision expires in two years and stipulates that a commission is to be created to study this topic, so linking teacher assessment to student performance will likely remain controversial in New York.

Teachers' unions elsewhere have lobbied for similar laws prohibiting the use of student test scores in teacher assessment. They have been successful in some states, such as Wisconsin. However, legislatures in other states have adopted laws requiring the assessment of instructional personnel to be based primarily on the performance of students assigned to their classrooms. In Florida, for example, student achievement scores on the Florida Comprehensive Assessment Test (FCAT) must be considered in certain personnel decisions.

An interesting Florida case, *Sherrod v. Palm Beach County School District* (2006, 2007), turned on an interpretation of this state law. A tenured teacher claimed that his termination for alleged teaching deficiencies documented by school personnel was actually based on his criticism of the school district's noncompliance with a Florida law requiring African and African American studies to be incorporated throughout the curriculum. In addition to filing a free speech claim in federal court, the teacher challenged his termination in state court based on the law referenced above. A Florida appeals court found that the dismissal proceedings against the teacher were brought prior to the availability of annual FCAT test data on his students. While recognizing the possible merits of the contention that the tests are not reliable in measuring the effectiveness of individual teachers, the court concluded that the legislature left no leeway in requiring student test scores to be considered in the challenged dismissal. The court emphasized, however, that student data must be used in dismissals involving instructional concerns but not those based on personal conduct.

Ironically, the Florida teacher prevailed not because his students did well on the FCAT, but because the district failed to consider such data

in the dismissal proceedings. This case may be somewhat unique, but it is certain that basing teacher assessment on student performance will continue to be debated in educational and judicial forums nationally. Regardless of what happens elsewhere, New York teachers have been given

at least a two year reprieve in having student achievement data influence tenure and other personnel decisions. #

Martha McCarthy, Ph.D., is Chancellor's Professor and Chair, Educational Leadership and Policy Studies, Indiana University.



PERSPECTIVES IN INTERNATIONAL EDUCATION

AMERICAN SCHOOL OPENS IN PAKISTAN

By DR. POLA ROSEN

Dr. Stephen Levy, retired NYC Principal and Touro College Professor, announced that his latest and most challenging project has been brought to successful fruition. Appointed Dean of Education of American International School System (AISS) in late 2006 he spearheaded the development and construction of a state-of-the-art educational facility in Pakistan. American International School System opened its flagship school, housed in a completely secure campus, in Lahore, Pakistan this September with a ceremony attended by Pervez Elahi, Chief Minister of Punjab. AISS is an educational institution designed to promote cultural understanding and awareness among the children of the Middle East & the Asian Sub-Continent through creative and interactive instruction. The school was designed as a center for educational and civic activities sponsored by AISS. This beautiful, high-tech facility was built on thirteen and one half acres which were then designated an educational zone by the government. Using innovative technology and Internet connectivity Dr. Levy communicates with the school and delivers professional development to the staff on a regular basis calling upon the resources and faculties of George Washington University and Touro College.

The Director in Pakistan, Dr. James Bonnell was selected after a nationwide search of leading educators who were flown in from all over the country. Dr. Levy stated, "This was probably the hardest part of the process...finding a leader whose philosophy of education matched my own." "This part of the world sorely needs a voice to counter the constant flow of misinformation about America. We intend to do this by our actions and not by proselytizing." During our interview Dr. Levy spoke about his vision, which recognizes the importance of mutual respect and a willingness to share ideas. AISS hopes to

accomplish this by cultivating values of respect, compassion and integrity in each of its students. "Through innovative technology and state-of-the-art facilities, we will allow students to emerge with intellectual, physical, social, and emotional strength, able to combat prejudice and fully engage in the global community." He prioritizes the needs of the whole individual and promotes a balanced education for each student. "The focus is on the acquisition of high-level academic skills and the healthy social, physical and emotional development of students." Dr. Levy said, "I am extremely proud of the fact that if you walk into a classroom in the U.S. and then go into one of my classrooms in Pakistan, you will see the same furniture, decorations, environment, curriculum and teaching going on."

Dr. Levy, working with his overseas staff, and with representatives of the Punjab Province in Lahore, Pakistan, developed a Pre-Kindergarten, Kindergarten and 1st Grade elementary school. AISS will expand its educational program incrementally, this year to grade 5, eventually providing educational opportunities for the children of Pakistan from Pre-K to the 12th grade. Students will be prepared for the International Baccalaureate degree and will be able to gain admittance to colleges and universities in the U.S. In 2008, AISS will begin building in Cairo, Egypt.

Partnering with George Washington University in the U.S., Dr. Levy provided intensive and ongoing professional development and cultural sensitivity training for teachers chosen from across the U.S. The school features an American style education, conducted entirely in English for local Pakistani children. The entire project is privately funded; no money has been taken from any government. Dr. Levy is currently hiring American teachers for the Fall semester.#

Youth Entrepreneurship Education: Preparing a 21st-Century Skilled Workforce

By BARBARA REUTER

A converging set of powerful economic, technological, demographic, and national security developments require a workforce more innovative, creative and entrepreneurially savvy than ever before. But as a nation our business leaders, educational institutions, and future workforce are unprepared to meet the challenge of global competitiveness—particularly for minority youth.

While improving math and science skills among U.S. students remains a basic task and is critically important, an equal amount of public attention and support is needed to promote entrepreneurial education.

According to research conducted by Harvard University on students participating in the National Foundation for Teaching Entrepreneurship's (NFTE) youth entrepreneurship education program, young people who learn about entrepreneurship develop a "success" orientation and are more likely to be focused on becoming professionals and entering the workforce.

Not only are youth entrepreneurship education programs beneficial as contextual applications of traditional academic curricula, they can also provide first-hand learning experiences that serve to inspire confidence and leadership in students where such character traits may go undeveloped. This shift in attitude toward success is critical in helping students stay on track and motivated when they are receiving mixed messages about future opportunities.

Entrepreneurship has come to mean more than

simply developing a business idea and actually starting a business. The word has come to represent the skills and attitudes frequently associated with successful adults in all spheres of activity—the private sector, public sector, and philanthropic entrepreneurs. The hands-on, interactive nature of entrepreneurship education curriculum engages students by enabling traditional academic subject matter to be relevant to real-world experiences.

WHAT CAN YOU DO?

Leadership from a diverse range of sectors is needed to create a national educational and workforce response to global competitiveness.

Congress, the U.S. Department of Education, Governors, Economic Development Leaders and State Legislators must play a leading role. Congress should amend the No Child Left Behind legislation (NCLB) to fund training and certification for high school educators to teach entrepreneurship and entrepreneurship education.

Business leaders should ask policymakers to increase funding for entrepreneurship knowledge and skills and help schools to "scale-up" innovative programs. Companies large and small have an important stake in the development of higher ambitions and marketable skills by youth and these companies also need to be involved as mentors, business plan coaches and judges, and guest speakers. As customers for well-prepared workers, businesses have an interest in, and share the responsibility of, improving the quality of their future workforce.

Wise Words to Students from Russian President Medvedev

Edited By DOROTHY DAVIS

Greetings to all of you on St. Tatiana's Day, the day celebrating the founding of Moscow State University, our first university. This day has now become Students' Day throughout the whole country.

I hope you are happy because most of you have successfully passed your exams. I believe that each of you understands how important this is. It is obvious to all of you that your university studies give meaning to your lives and that your future depends on them. They are the key to opportunities in life. Despite this I am sure that the years you spend here will be the happiest years of your lives, even though you might not fully realize it now. This is something you do not understand right away. Only after a while do you start to realize that you were happiest when you were a student. You are not a child any more, you have become an independent person, but at the same time you do not have too much responsibility.

But you do have your main responsibility and I assume you will succeed in it. Not only your future and the future of our educational system, but also the future of our country depend on how well you do now. I am confident that your years at Moscow State will be your most interesting



and productive.

You study at the country's main university, which has fine traditions and excellent professors. The very walls of this university are imbued with the spirit of Russian education! Nevertheless, even here you have to invest a lot of energy in order to become a highly qualified specialist.

I wish you all happiness and give you my sincere good wishes for St. Tatiana's Day, the day for Russian students! Good luck to you!

(Russian President Dr. Dmitry Medvedev is the son of educators and was himself a university professor. The above excerpt is from a speech he gave at Moscow State University, January 25, 2008, translated by SUNY/MSU Center) #

ISRAEL: A HIGH SCHOOL STUDENT'S HEARTBREAK

A Letter From A Loving Father, Keith Siegel

Dear Dr. Charlotte Frank,

I would like to thank you very much for everything you did for Elan and the group when they were in NYC. Elan had a wonderful experience and we are all very proud of her.

We have shared the WCBS item and the newspaper article with all of our family and friends. We have received positive feedback from many, regarding your efforts to help "spread the word" about life under the daily threat of rocket attacks carried out by Palestinian terrorists in Gaza.

Over the last 4 weeks our community has been attacked by terrorists in Gaza with (Iranian manufactured) 120 mm mortar shells. These mortar shells have been supplied to Hamas by Iran and have been shipped to the Gaza Strip via the Egyptian border. Compared to the Kassam rockets which are made in Gaza, these mortar shells are much more lethal and accurate. There is no advance warning of mortar fire because the advance warning system that detects Kassam rocket fire, is not able to detect mortar fire.

On May 9 at around 6:30 pm, our neighbor (and the father of one of Elans' best friends)



Elan Siegel,
Sha'ar HaNegev HS

Jimmy Kedoshim was killed by a mortar shell (1 of the 4 that hit our Kibbutz) while working in the garden next to his house (which is less than 50 yards from our house). Elan was alone in our home at the time. She was awakened by the first explosion. She ran with her dog to the most protected area of the house (the shower). After the third explosion, she heard a women screaming and thought that it was her

mother, Aviva.

I arrived home several minutes later and found Elan crying in the shower. We all waited in the shower until things were calm and a soldier brought Aviva home.

It has been a very difficult time for Elan. She wanted to let you know how she is doing, but has been very distracted, dealing with the death of her friends father, the threat of mortar fire, and final exams at school. Yesterday she went to Tel Aviv to stay with a friend and study for an exam on Tuesday.#

The Youth Entrepreneur Strategy Group (YESG)—a group of national leaders in the fields of Education, Entrepreneurship, Business, Media, Philanthropy, and Public Policy—is working to create a strategy to advance entrepreneurship education in Title I middle and high schools. The Aspen Institute, E-Trade, and the National Foundation for Teaching Entrepreneurship (NFTE) are at the forefront driving these initiatives.

Corporate philanthropy is well positioned to play an essential part in encouraging enterprise education and small business ownership. Model educational and skills-building programs, often delivered in cooperation with corporate mentors, fills this growing gap by preparing young

people from low-income communities to work with peers from around the globe while enhancing their business, academic, and life skills. By investing in entrepreneurship education programs, funders can open an exciting world of possibilities to young people, and help them to develop new confidence, skills, and ambitions along the way.

For today's students and tomorrow's business leaders, knowledge of and successful participation in the world economy is not a luxury, it is a necessity.#

Barbara Reuter is Executive Director of the New York Metro office of the National Foundation for Teaching Entrepreneurship.



NEW JERSEY NEWS

COLLEGE PRESIDENTS' SERIES

*President Richard McCormick,
Rutgers University*

By JOAN BAUM, Ph.D.

"This is not a rich kids' school," says Richard L. McCormick, President of Rutgers University, The State University of New Jersey. He says it twice, proud of what it means to serve at the head of a major public research university, where enrollment is higher than ever, and also challenged to continue to provide excellence and access to a student body that has been identified by U.S. News and World Report as the most diversified in the country. The university comprises three main campuses—New Brunswick / Piscataway, Newark and Camden—a total of 29 degree-granting divisions, 12 undergraduate colleges, 11 graduate schools and three schools offering both undergraduate and graduate degrees, with a total enrollment of 51,480 undergraduates and 12,904 graduate students.

The president is mindful of the university's unique history: a university "that grew by accretion," as opposed to, say, The University of Michigan or North Carolina that were "always what they were." A colonial chartered college in 1766, dedicated to educating ministers for the Protestant Dutch Reformed Church, Rutgers then became a land-grant institution in 1864, merging various programs, and finally in 1945/56 a state university. In its various incarnations and through difficult times, the university has not only survived but also achieved. President McCormick points out that Rutgers is a member of A.A.U.—an association of 62 leading research universities in the U.S. and Canada, with international reputation. "We're "unique on the planet" as an American research university.

The president, an Amherst B.A. and Yale Ph.D. does do something unusual for a college president: he teaches in the interdisciplinary First Year Freshman Seminar program. Of course, as president, he sees students all the time, but they are typically student leaders, the "politicians" on the campus. Teaching first-year undergraduates, he sees students as students, and he is exhilarated by the experience, especially when he comes off an hour that he earlier thought he couldn't possibly make because of the day's pile up of crises.

Although he went to top-tier private schools himself, his life as an administrator has always been at large public universities. He has been at Rutgers since 2002 and is its 19th president. Certainly private and public institutions share similar goals and missions and challenges, but the fact that Rutgers receives funding from the state means that there is an "obligation"—though he speaks of it also as a "privilege"—to attend closely to the needs of the community. A School of Criminal Justice, for example, is located at Newark, more traditional and research Ph.D. programs at New Brunswick, and Camden, the smallest of the campuses with 5,000—6,000 undergraduates also has schools of law and business, and a new Ph.D. program in Childhood Studies. All Rutgers undergraduates, however, pay \$20,000 for tuition, room and board; by contrast, the figure at the top privates jumps to \$50,000. Seventy-five percent of Rutgers' kids receive financial aid; 80% work; 25% get Pell grants; over a third are the first in their families



to go to college.

By community, however, the president means not just issues of major concern to the campus cities, but also wider concerns peculiar to the state: protection of the shore line; revitalization of older cities, including infrastructure; closer collaboration between K-12 public schools. In this last regard, President McCormick is especially pleased at just having instituted the Rutgers Future Scholars Program, all privately funded (so far), whereby 50 eighth grade students in the campus cities will be groomed for higher education and given free tuition and no fees to study at Rutgers. The program, a "huge deal," he says, can have a great impact on getting more minority students into college, particularly in academic subjects where they have not yet been a major presence. As is, many of the African American and Latino students who attend Rutgers come from suburban areas around Camden, Newark, New Brunswick / Piscataway, not the inner cities. Meanwhile, the university's Graduate School of Education will continue to target math and sciences for these youngsters, for all youngsters. Why should "freshman calculus be the place dreams die?"

Diversity, in fact, will be the subject of a major end-of-the year conference at Rutgers in collaboration with The College Board and Columbia University. Diversity, the president points out, can no longer be defined as it was in the sixties. New groups are changing the country's demographic, especially the arrival of Latinos and South Asians in New Jersey. New legal challenges are on the horizon regarding affirmative action, he predicts, and curricula will need to be reconsidered to some extent to acknowledge the heritage of the newer populations. That this ground-breaking conference will be held at Rutgers says a lot about the university's status but also about its drive and track record. #

Student Teachers: Ready, Set, Go!

By LISA K. WINKLER

Like yogis bending and twisting and stretching, student teachers quickly learn to be flexible. They learn they need stamina and patience. They accept that adjusting, modifying and sometimes abandoning the tidy plans in their plan books are what make teaching rewarding. Are they ready to become teachers? You bet.

As an instructor in the Literacy Education department at New Jersey City University, I teach the elementary education literacy seminar required for pre-service teachers. Though I try to focus discussions on teaching reading and writing, conversations often drift to situations the students face in their internships. And frankly, some experiences are beyond anything I could imagine.

Take Rianne. One week all she talks about is Lockdown Drills. An announcement over the loud speaker announces "intruder in the building," but neither the students nor the teacher know if it is true or just a drill. Students, usually boisterous and rowdy, suddenly become quiet and serious, enter the classroom's bathroom, sit close on the floor and wait. And wait. And wait until an all-clear signal is given and they can return to their seats, and learning. In our post-9/11 atmosphere, schools have adopted procedures, often color coded, to handle emergencies. But herding kids into a bathroom? Does this protect children from intruders? Why create more anxiety for students who already live amid violence in their neighborhoods?

Then there's Jeannine. A third grader stabs her and 9 others. Though no one is seriously hurt, it's obvious this student has more problems than perfecting his cursive writing or learning math-

ematics. As for Jaki, I almost expect her mother to advise her to find another profession. On her way to the parking lot, a strange man, whose car her car blocked, tells her: "My name will be scratched into your car tomorrow." She reports the incident to the office the next day and learns the man teaches in the school. Though the principal directs him to apologize, no further action is taken. What message is this future teacher being given? That it's ok for a young woman to be threatened by a colleague? And how does he talk to children in the classroom?

Perhaps teacher education should include security management, violence intervention, and parking lot strategies. Yet despite these setbacks, it's not all depressing. These students are committed to the profession and to teaching in urban environments. They're knowledgeable of literacy strategies and empathetic to all types of learners. They're wary of testing—yet realistic to know they can't ignore it and need to prepare students.

By the last couple of weeks, many have job interviews. Polina is among a group of 8 contestants, almost a reality show atmosphere where a panel of four alternatively ask each one their questions. After two hours, 5 are selected to return the following week and demonstrate a lesson. Phil, the lone male in the group, confident after an interview, reports "he'd nailed it." Males in elementary school are as desirable as swans among geese.

They'll be in classrooms soon—and if not practicing yoga literally, at the least stretching themselves and their students. #

**FULBRIGHT STUDENTS VISIT
NYC CLASSROOMS**

More than 1,000 teachers and students in middle and high schools in Brooklyn, the Bronx, Manhattan and Queens recently opened their classrooms to Fulbright students from around the world.

The Fulbrighters, who study at universities across the United States and represent over 70 different countries, were in New York attending a 4-day seminar organized by the Institute for International Education

(IIE). Through Metro International's Global Classroom, New York City middle and high school students had the opportunity to spend a day exchanging ideas, perspectives, and experiences with these unofficial ambassadors from various countries. The program has been in existence since 1985; its mission—to create global citizens and a peaceful world through one-of-a-kind programs in classrooms and communities.#

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YOUNG AUTISM PATIENTS LEARN TO PLAY THE GAME OF LIFE

Parents of an autistic child know the world outside their home can be an especially intimidating place. Now, a technology associated with fantasy worlds is helping children with autism cope with the real world. Researchers at the University of Texas at Dallas Center for BrainHealth are working with teenagers and young adults diagnosed with an autism spectrum disorder known as Asperger's Syndrome using virtual reality training. Children with this type of autism suffer from a variety of social cognitive defects, including an inability to read nonverbal clues, adapt well to change and handle their emotions. These young people face many obstacles in life. Interacting with other children in the playground or going through the lunch line can be monumentally difficult.

To help them succeed, researchers from the center have created a virtual world using a Second Life platform for them to practice their social skills. Each child creates an avatar/character in his or her likeness, who then navigates through a virtual world, interacting with real people represented by their own avatars.

The virtual world includes settings commonly encountered in everyday life such as classrooms, playgrounds, cafeterias, and parks, where they can meet "new" children in a safe, controlled environment. For example, if the goal is to make new friends, their avatars substitute for them as they practice their 'friend-making' skills with real people on-line until the fear and anxiety of a real encounter diminishes. This method is distinct from role-playing in that they feel the same emotions as they would in direct encounters. Virtual reality provides a therapy tool to rewire the brain through practical experiences that can be manipulated in ways the real world cannot, says Dr. Sandra Chapman, director of the Center for BrainHealth.

"The clinicians can change the virtual world to increase the complexity of the exercise, control for sensory overload, provide motivation, and record feedback," said Chapman. "Unlike other models of intervention such as role-playing, for instance virtual world experience provides a powerful way to learn new and more appropriate

ways to respond to people in scenarios similar to those faced everyday," she said.

"Our research in brain discoveries tells us that the brain can rewire its pathways with intensive practice grounded in experience—not by learning rules of how to interact—which has been the most common therapy practice heretofore," said Chapman. "These young people have the advantage of an intensive, interactive therapy to deal with problems they encounter everyday but in a safe setting to practice their social skills."

Before entering the program, the participants undergo a series of brain imaging measures and neurocognitive tests. At first, they practice with their avatars with a clinician by their sides.

Quickly, new persons/avatars are introduced to the client and they begin to interact with family members and trusted friends. In addition to the virtual-world therapy, the young adults receive plenty of one-on-one coaching as they are trained to develop the insight to assess their own responses. At first, they watch recordings of their interactions, and gradually they are expected to modify their behaviors to fit the context in real time. The idea is to train their brains in new ways of thinking in contexts that closely mimic real life. That goal is to stop unhelpful responses before they can start.

"There are almost no treatment programs for older children or young adults with autism-related disorders," said Chapman. "And yet this is a very good time to intervene because it is during adolescence that rapid brain development takes place—particularly in the areas supporting social-skill development."

Although still in the early stages, the BrainHealth researchers say they can detect dramatic improvements with many of the participants in terms of simple awareness of their social problems, which they say is the first step to improvement.

Virtual-reality therapy has become a new tool in brain rehabilitation. Therapists are using the gaming technology for people who suffer from autism spectrum disorders, Asperger syndrome, schizophrenia, attention deficit disorder, addictions, strokes and brain injuries.#

Major Resource for Educators of English Language Learners

By NICOLE MCLAUGHLIN

The National Clearinghouse for English Language Acquisition (NCELA) is a major resource for educators of English Language Learners (ELLs). Administered by George Washington University and supported by the U.S. Office of English Language Acquisition (OELA), NCELA collects, produces and disseminates materials on ELL education. Through its website at www.ncela.gwu.edu NCELA provides important information on instruction, research, assessment, policy and practice to teachers, university faculty, SEA and LEA personnel, students and parents. It also convenes expert panels and publishes reports on relevant topics requested by ELL educators.

Some of the most popular NCELA features are its Resource Collection, Newsline, Statistics, Classroom Toolkit and AskNCELA. NCELA's Resource Collection houses over 23,000 bibliographic records of journal articles and other education material specific to ELLs. All documents are available for free and many can be downloaded in full text. Within the Resource Collection, there are two special databases that provide an in-depth analysis of ELL research: "What Works for English Language Learners" (WWELL) and "Research on Effective Education of English-Language Learners" (REEELL).

The OELA/NCELA Newsline is both a daily blog and a weekly newsletter that offers current events, educational opportunities, new publica-

tions and resources, and job openings. Users access summary descriptions and can then link to primary sources. Newsline currently serves more than 6,000 subscribers and adds new members daily.

NCELA also offers a number of informative and practical statistics on ELL education, including national, state, and regional data and demographics. For example, NCELA's annual poster entitled "The Growing Number of Limited English Proficient (LEP) Students" presents a color-coded U. S. map with trends on the number, density, and skyrocketing growth of ELLs.

The Classroom Toolkit provides a variety of research-based K-12 lessons, activities, and curriculum materials. In addition to presenting instructional resources, the Toolkit invites educators to contribute materials for inclusion on the site.

Finally, users who seek specific information about ELLs can either call NCELA directly (800-321-6223) or post a question on the "AskNCELA" page. Staff members respond to these requests within 24 hours so users can take advantage of the quick turnaround and reliable, accurate assistance.

The National Clearinghouse for English Language Acquisition's primary purpose is to provide information and assistance about English language learners. So when in doubt, AskNCELA! #

Nicole McLaughlin is a resource associate at NCELA.

NJ BLIND STUDENT GOES TO COLUMBIA U

Sean from East Brunswick, New Jersey is on his way to Columbia University's School of Engineering...and he is a legally blind high school senior. Sean along with several other New York Metro students received a major scholarship from The Jewish Guild for the Blind.

Additionally, recipients of The Jewish Guild for the Blind's 2008 GuildScholar awards have been accepted by Harvard, Stanford, Texas A&M, Mercer, Gettysburg, Eastern Illinois, Colorado and Florida. These extraordinary young students plan to study medicine, psychology, computer science, photography, engineering, history, business or music...their ambitions are without limits.

In September 2006, The Jewish Guild for the Blind announced its new scholarship program

for college-bound high school seniors who are legally blind. The GuildScholar Program awards each student a \$15,000 scholarship to help assure that more blind students are able to enroll in a college or university that might otherwise be out of their reach financially. While there are other scholarships available for blind students, this is the largest program of its kind in the country. As many as 15 students are selected for scholarships each academic year.

The Jewish Guild for the Blind, located at 15 West 65 Street in Manhattan, is one of the nation's foremost not-for-profit vision health care agencies. The Guild has been serving blind, visually impaired and multi-disabled children, adults and the elderly since 1914.#

Technology Initiative For Learning Disabled Demonstrated at Marymount Manhattan College



Kenneth Grisham, Pres./CEO, Premier Assistive Technology & Student

By ALBERTO CEPEDA

LD Resources Foundation recently honored five of Marymount Manhattan College's brightest students with the Key to Access Award. The awards are a part of LD Resources Foundation's (LDRF) Premier Initiative Award Program. The program is made possible with the help of Premier Assistive Technology, which teamed up with LDRF to provide college students with learning disabilities the latest portable assistive technology devices. In addition to providing the students with the devices, Premier Assistive Technology offers workshops that assist the students in how to use the technology.

LDRF was founded by Ms. Zahavit Paz in 2001 to help college students with learning disabilities succeed in the classroom and complete their college education. The primary focus of the foundation is to inform college students with learning disabilities on the multitude of resources and accommodations available to them in college campuses across the New York City area. Ms. Paz' greatest joy comes in helping learning-disabled students achieve their academic goals. She explains, "I love doing this. A lot of students don't know about the technology and it makes an immense difference. I have students that have written letters to me in which they say their reading and comprehension and their ability to complete their tasks on time have improved so much thanks to the technology."

One of the key figures attending the event was Kenneth Gershaw, President and CEO of Premier

Assistive Technology, a company that provides assistive technological devices to people with learning disabilities. Among the many assistive technological devices invented by Premier Assistive Technology is the Key To Access, a USB device that contains a collection of computer tools such as Scan and Read Pro, Universal Reader Plus and Ultimate Talking Dictionary to name a few.

Mr. Gershaw's mission when he created the device was to make a learning device for learning disabled people that was affordable compared to the ones created by speech recognition technology pioneer, Raymond Kurzweil. Mr. Gershaw explains, "We've been distributing our technology since 2002 with the express purpose of providing literary tools and assistance to people who traditionally have not been able to afford them or use them in their academic studies."

The award presentation took place in the chapel room of Marymount Manhattan College's campus. This year's recipients of the Key to Access Award were Kimberly Davis, Christopher Gaskell, Beck Hesselbach, Thomas Hoffman and Adriana Muros. Each student was presented with a Key to Access device as well as a host of other prizes. After the award ceremony, the winners were treated to an extensive tutorial by Mr. Gershaw on how to use the device and its many tools. It was a win-win proposition for the students who needed the help and the LD Resources Foundation and Premier Assistive Technology who provided it to them.#



Kinko's Founder Proves Learning Disabilities No Bar to Success

By SYBIL MAIMIN

"It took me a long time to learn I'm not stupid...I got to be fifty years old," confessed Paul Orfalea, the now retired founder of the highly successful Kinko's stores, a worldwide chain with over 1700 outlets in the United States. In conversation with Dr. Harold S. Koplewicz, director and founder of the NYU Child Study Center, at the Sixth Annual Adam Jeffrey Katz Memorial Lecture at Columbia Grammar & Preparatory, Orfalea explained that growing up with dyslexia and ADHD, "I had a lot of doctors and tests." He described failing second grade, being expelled from schools, attending a "special" school, and being dismissed as a "problem child." He admits, "I hated school. I wasn't socially all that acceptable. I didn't have many friends." He discovered a love for current events and "kept out of trouble" by watching TV news after school from 4:30 to 7:30. As for understanding his situation—"I was numb about the whole environment. I don't think I went through life cognitively reflective." As he describes it, his lucky Ace was, "We're Lebanese. The idea of getting a job is not part of the equation. You have your own business... My parents never aggravated about education. School was not a big deal." Pranks were allowed. "My mother encouraged mischievous behavior. Among the Lebanese, mischievousness is an acceptable social behavior." Nevertheless, he advised, "I'm making light of it, but it was not easy."

Despite his D average and learning problems, Orfalea was expected to attend college. He majored in business, which he loved, and figured out strategies and loopholes to get through with minimum stress. Once out of school, finding and holding a job was difficult ("I always got fired.") so, at age 22, Orfalea started Kinko's

as a small copying service for students at the University of California at Santa Barbara. He realized he could succeed with an alternative skill set. Although reading ability is generally equated with intelligence, he decided, "You don't have to read. There are lots of ways to learn." He watches educational TV and has others write letters for him. Unperturbed that he is not mechanical and did not understand the machines at the heart of Kinko's business, he saw his job as monitoring the overall management of the stores. "Picking good people," is an essential skill, he advises. Alluding to another skill, he says, "As cavalier as I sound, I was always extremely organized." He stresses the importance of "living in the moment." He doesn't use "pending" and makes sure contents of his "in-box immediately go to the out-box."

Orfalea's phenomenal success despite his dyslexia and ADHD was facilitated by a strong, supportive family, high intelligence, a sense of humor, and, as he readily admits, luck. "There is a degree of serendipity in life." He has strong



(L-R) Holly Hayes, Paul Orfalea, Pola Rosen, & Steven Muller

ideas about education and business. "I'm a risk-taker, while others just protect their interests." Glad to be retired, he muses, "I can think about what I want to think about, not what others want." He believes schools put too much pressure on children: "Reading should not be taught until age 7," and children should be encouraged to develop individuality and be themselves. School should be "a place to learn, not a place to please others." Perhaps reflecting the difficulties he had growing up, he is critical of parents, saying, "Today, it's all about bragging rights."

Dr. Koplewicz saw in Orfalea's story the value



Dr. Harold Koplewicz

of resilience, inner strength, and positive self-esteem. Audience member Dr. Kathleen Jantzen, a clinical psychologist who treats learning disabilities, offered, "Success is possible... Anybody can have an issue. You just have to rise above it... Orfalea approached it in his own style." Brooke Garber Neidich, chair of the board of the Child Study Center, expressed "amazement at hearing his experiences" and mused, "I wish it would work out as well for millions of children with disabilities, but it doesn't. He is one of the elite. He is lucky."

Founded in 1997, the New York University Child Study Center, part of the NYU School of Medicine, is dedicated to improving the treatment of psychiatric and learning disorders in children through research, education, and scientific practice.#

\$2.2 Million To Study How Math Is Learned by Deaf Students

A four-year, \$2.2 million grant to study the way deaf and hard-of-hearing students learn math has been awarded to the Center for Education Research Partnerships at Rochester Institute of Technology's (RIT) National Technical Institute for the Deaf. The grant was awarded by the National Institute for Child Health and Development at the National Institutes of Health.

"Deaf and hard-of-hearing students, including those with cochlear implants, frequently lag behind their hearing peers in mathematics achievement," said Marc Marschark, an RIT Professor and CERP director. "This is an incredible opportunity to work with students, parents and teachers to directly link research and practice." More than 1,000 students—as young as age 5 to college students—will be tested in the United States and Scotland to evaluate math skills, cognitive abilities and motivation. The project is a collaboration with the University of Aberdeen, where Marschark holds an appointment in the School of Psychology.

"Our research here has shown that deaf learn-

ers of all ages learn differently than hearing students," Marschark said. "There's the assumption that if you remove the communication barriers in the classroom, that deaf students learn just like hearing students. But a lot of the research shows that's not true." "If you want to improve education for deaf students and hard-of-hearing students, you have to start before they get to college," said Alan Hurwitz, CEO of NTID and dean and vice president of RIT for NTID. "Understanding how information is processed and learned will better enable educators to provide the best possible strategies to have their students succeed."

The study comes after research showed deaf students generally lag behind their hearing peers in math courses. This study will determine how language fluency, cultural expectations and cognitive functions such as memory relate to learning mathematics. The information gained will be shared to help develop practices in deaf education.#

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DEAN TERRY FULMER LEADS NYU COLLEGE OF NURSING INTO TWENTY FIRST CENTURY

By EMILY SHERWOOD, Ph.D.

Few people would be surprised to learn that 85 percent of the globe's health care is delivered by nurses. But while the nursing profession is widely recognized as the bedrock of our health care system, the Department of Labor estimates that by the year 2020, the United States could be up to 800,000 nurses short of meeting patient care needs.

One person who is not taking this news lightly is Dr. Terry Fulmer, Dean of the NYU College of Nursing. A powerful advocate for improving the nation's health care system, Dean Fulmer has overseen a major expansion initiative at the College of Nursing since becoming its Dean in 2005, doubling undergraduate enrollments from 300 to 600 while increasing faculty positions from 26 to 53. That's not all. To meet burgeoning demand (last year's applications outnumbered admissions by over four-to-one), NYU has made a commitment to build a new facility that will double the square footage of the current nursing college, an anticipated \$70 million project that is expected to break ground across from Bellevue Hospital in 2009.

Against this backdrop of frenetic activity, Dean Fulmer appears composed and relaxed in her Washington Square office on a recent late afternoon, when she sits down to talk with *Education Update*. She's just returned from speaking on a panel for the Institute of Medicine, addressing one of her favorite topics: "Retooling for an Aging America." "We need to talk about building the health care work force now for a future where there will be many more older people and where there will be quite a large number of retirements across medicine, nursing, dentistry, social work, and other health-related professions," explains Dean Fulmer. "What will we do to fill that void?" One solution is to train "informal care providers"—family and friends of the elderly—to learn the skills and knowledge they'll need to support their loved ones. "We're redesigning models of care to help that first line of family and friends to give the best care they can to the extent it's appropriate," she sums up.

Dean Fulmer's prodigious intellect embraces a swath of critical issues for the future of nursing, a subject about which she is passionate (there are "dozens" of nurses in her extended family, including her mother, who was a cadet nurse, and her youngest daughter, who is currently a nursing student.)



Dean Terry Fulmer

In the area of curriculum, she discusses the role that science and technology have had in shaping what twenty first century students must learn. "But what do you stop teaching to add genomics, Asian flu, and other important topics to our curriculum," she asks rhetorically. And as medicine has become more complex, "there's been a cascading effect of roles up and down," with nursing assistants taking on jobs that were once performed by registered nurses and, in some rural areas, dental assistants performing "drilling and filling" jobs once done only by dentists. Some drug stores are staffing storefront health clinics with nurse practitioners, an interesting business model that encourages more customers to come into the store and shop for other merchandise. "I think that this is one of those phenomena where we'll watch the experiment play out," says Dr. Fulmer. "If there is a high proportion of individuals who have misdiagnoses, it's not going to go very far. Conversely, if individuals do very well and there's great consumer confidence, then you'll see it go farther. It's all going to be data driven," she concludes.

Dr. Fulmer is a staunch proponent of preventive health care, and she's found an innovative way to achieve it at NYU. Three years ago, the College of Nursing opened a faculty practice clinic, now staffed by five nurse practitioners, on the first floor of the dental college. "We did that on purpose because our dental college logs 300,000 patient visits a year. So for us, the logical question was, you see your dentist every year, but when was the last time you saw your primary care

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RANDI WEINGARTEN RECEIVES TEACHERS COLLEGE MEDAL



Randi Weingarten at TC

By JOY RESMOVITS

With the help of United Federation of Teachers president Randi Weingarten, masters students of Teachers College, a Columbia affiliate, proceeded towards the end of their academic careers and the start of their professional lives.

Along with New York State Governor David Paterson and University of Wisconsin-Madison Professor Gloria Ladson-Billings, Weingarten received the TC Medal for Distinguished Service.

But before the winner addressed the graduating students under the vaulted ceilings of Riverside Church, TC President Susan Fuhrman took this last chance to embrace them as such. "When we say farewell to our students, we welcome you as colleagues," Fuhrman said.

Fuhrman began her address by citing the words of education champion John Dewey, and explicating his message. "Learning occurs through partnership to the world," Fuhrman said. Learning that "pairs thinking with hands-on discovery" shows the importance of engaging with the world. Because of this importance, TC defines "education in the broadest sense" by offering faculty and research in psychology, nutrition, and policy, as well as teaching and curriculum.

It is by this principle of the necessity of worldly engagement that Fuhrman will lead TC on its journey of increased partnerships with local Harlem schools. TC will aggressively increase the way it interacts with schools by initiating more outreach programs, serving as a resource with experts, and eventually, TC will start its own lab school in conjunction with Columbia. The goal is to impact the world, but TC "must begin in its own backyard," Fuhrman said. Local schools are "both our obligation and our building



TC President Susan Fuhrman

ground."

In order to increase this connection, Fuhrman said it is necessary to learn from the new information on literacy and other fields produced by TC faculty. Further, TC will increase partnerships globally, in locales ranging from Bolivia to Jordan.

In closing, Fuhrman commended the students on choosing a profession that, at its core, holds the mission of bettering the world. "Education is the global issue, and perhaps the most important form of global currency," Fuhrman said. "You will help set the standard in each of your various professions for years to come."

TC Professor and Department Chair Celia Genishi then presented Weingarten with the medal, lauding her service as a "tireless advocate for New York City's workforce." Weingarten previously worked on Wall Street and as a history teacher before taking the reigns of UFT. This summer, she is expected to choose whether or not to become president of the American Federation of Teachers. Weingarten's rallying in Albany once took her to prison. As UFT president, Weingarten has helped increase teacher compensation, provide homework help for students, and create UFT teacher center sites to enhance educational careers.

After the introduction, Weingarten accepted the medal with humility. "I'm rarely speechless," she said.

In her address, Weingarten spoke of the increased professionalism of teaching. "At its core, it's about teaching and learning. Everything else is how you create an environment where teachers can be the best they can be," Weingarten

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CHRIS MATTHEWS DELIVERS HUNTER COMMENCEMENT ADDRESS

Chris Matthews, broadcast journalist and host of MSNBC's *Hardball with Chris Matthews*, recently addressed approximately 3,000 members of the Class of 2008 and their families and friends at Hunter College's 197th commencement ceremony, which was held at Radio City Music Hall.

A television news anchor with significant depth of experience, Matthews has distinguished himself as a broadcast journalist, newspaper bureau chief, presidential speechwriter, and bestselling author. Matthews covered the fall of the Berlin Wall, the first all-races election in South Africa, the Good Friday Peace Accord in Northern Ireland, and the funeral of Pope John Paul II. He has covered every American presidential election campaign since the 1980s.

Matthews worked for fifteen years as a newspaper journalist, thirteen of them as a Washington bureau chief for the San Francisco Examiner and two as a national columnist for the San Francisco Chronicle. Before that, he had a fifteen year career in public service: in the U.S.



Abbe Raven

Senate for five years for Senator Frank Moss of Utah and Senator Edmund Muskie of Maine; in the White House for four years under President Jimmy Carter as a presidential speechwriter and on the President's Reorganization Project.



Chris Matthews

He previously served for six years as the top aide to Speaker of the House Thomas P. "Tip" O'Neill, Jr.

The College also celebrated the achievements of Hunter alumni Abbe Raven, President and



Joel Katz

CEO of A&E Television Networks, and Joel Katz, prominent entertainment attorney who is chairman of Greenberg Traurig's global entertainment practice. Raven and Katz both were awarded honorary degrees.#

LANDMARK COLLEGE: A MOVING GRADUATION



President Lynda Katz

By DR. POLA ROSEN

Most graduations are momentous occasions filled with nostalgia at friends and memories to be left behind, pride at accomplishments, and the frenzy of moving everything out of the dorm by 4 pm.

The small size of this college enabled each graduate to share several minutes of intimate thoughts with the audience that overflowed the gym.

David Guzman Jr. said simply, "This school is a great place." Mark Alden effusively thanked his professor and guidance counselor who "got me through to the end" and jumped off the podium to hug her. Lettisha Davis from the Bronx, NY received two awards while recalling how she could barely read or write when she arrived at Landmark two years earlier. She wept on stage as she recounted overcoming the obstacles.



**Board of Trustees: Charles Manley,
Chair and Holly Hayes**

Shaw Bates, a 34-year-old student from Hawaii revealed that he had problems processing information and was told throughout the grades that "I couldn't make it and that I was stupid." He emotionally asked his family to stand to pay tribute to them.

Elizabeth Friant whispered into the mike, "I came into my own here after a traumatic brain injury, the sequel of a car accident in high school."

Ari Feldman eloquently expressed his gratitude: "This college guided me to academic triumph. I feel I have a place in the world and choices."

Graduation is a momentous occasion for every student but particularly poignant is the triumph of each Landmark student. #

ASTRONAUT PAMELA MELROY INSPIRES STUDENTS AT MARYMOUNT SCHOOL

By SYBIL MAIMIN

One hundred and thirty girls from grades K-3, the Peter Pan collars of their starched white blouses peeking through their light blue pinafores, sat on the edges of their seats as they listened in awe to Pamela Ann Melroy (colonel, USAF, ret.), an astronaut and the second female commander in space history, describe her experiences in orbit. Speaking at Marymount School, Melroy, a delightfully engaging and compelling role model, emphasized the importance of studying math and science, working hard, and practicing for perfection as she inspired her young listeners. (She very generously also spoke to two older groups at the preK-12 school, tailoring her remarks to audience age.) Invited by visionary head of school Concepción Alvar, Melroy is one of many women whose achievements are underscored at the school.

Raised in an air force family, Melroy was always "interested in the sky and the study of planets and stars." Encouraged in her pursuits and told by her parents "she could be anything she wanted when she grew up," she amassed impressive credentials to prepare for her historic role. With a degree in physics and astronomy from Wellesley College and an Air Force ROTC commission, she went on to earn a masters degree in earth and planetary sciences from Massachusetts Institute of Technology. After graduating from undergraduate pilot training at Reese Air Force Base, Texas, she worked as a co-pilot, aircraft commander and instructor pilot at Barksdale Air Force Base, Louisiana. Melroy served in Desert Shield/Desert Storm with over 200 combat and combat support hours, and graduated from the Air Force Test Pilot School at Edwards Air Force Base, California before being selected for the astronaut program by NASA in 1994. Her first assignments were support roles in launches and landings. She was deputy project manager for a crew survival investigation and handled



**Astronaut Pamela Melroy &
Head of School, Concepción Alvar**

CAPCOM (communication between space and ground) duties in mission control. Once in space, this vivacious and charming woman was pilot on Discovery in 2000 and Atlantis in 2002 and commander of the 2007 Discovery flight. She has orbited the earth 610 times and logged over 924 hours (over thirty-eight days) in space.

On her space missions, Melroy has been involved with the International Space Station "the size of three football fields in all three dimensions" that enables an international, cooperative laboratory to do science in zero gravity. To the delight of her listeners, with the aid of slides and a home video Melroy described astronaut preparation, life aboard a spacecraft, and the nature of missions. In a simulator, which replicates the inside of a shuttle, "pretend and practice" of every detail of space life is crucial to "getting ready." Becoming comfortable in a space walker suit, basically an extremely heavy, fabric-encased spacecraft with built-in water, food, and other necessities, involves practicing in a special water tank to experience weightlessness. Astronaut crews remain in shuttles for two weeks and in the space station for six months so prior practice in group living is essential. The challenges of zero gravity fascinated the young audience. The astronaut described float-

PRESIDENT JUDITH SHAPIRO GRADUATES FROM BARNARD COLLEGE

By JOY RESMOVITS

Barnard College President Judith Shapiro has graduated from Morningside Heights.

After 14 years of leadership, tripling the endowment, and solidifying the curriculum of the nation's most competitive women's college, Shapiro attended her last Class Day ceremony. "If you are willing to accept me as a special graduate of the class of 2008," Shapiro said, "I might even show up at your reunions."

Also 'graduating,' Political Science Professor Dennis Dalton, who taught at Barnard for 39 years, opened Tuesday's ceremony in his cap and gown amid gray skies and rain. Anna Quindlen, Pulitzer-Prize winning columnist for Newsweek and chair of the board of trustees, welcomed graduates and their parents, and asked them not to "forget where it all began...because you are Barnard women, and it doesn't get any better than that."

After several student leaders spoke, alumnae presented the Barnard Medal of Distinction, the college's highest honor. The 2008 winners of the Medal included New Yorker editor David Remnick, tennis giant and activist Billie Jean King, Harlem organizer and educator Thelma Davidson Adair, and philanthropist and New York City mayor Michael Bloomberg.

As class day speaker, Bloomberg addressed the graduates about the road ahead and the way to make the most of their education.

First, though, he made sure to recognize Shapiro. "Today's graduates and President Shapiro are both moving on after today's ceremony," Bloomberg said. "Judith, I know that after 14 years, the Barnard community will miss your leadership, your exuberance, and your famous gin martinis. They'll also have to get along without the one-poodle canine security patrol you've provided. I'm talking about your inseparable companion, Nora—who, despite Barnard's 'no dogs allowed' policy, somehow still managed to have the run of the campus."

He also lauded Shapiro's singing voice—she traditionally sings at class dinners—and added that Shapiro suggested it would be special if they sang as they crossed Broadway that morning, but "I told her that it would be even more special if I didn't," Bloomberg said.

In imparting advice upon the graduates, Bloomberg alluded to Barnard's distribution requirements, called the Nine Ways of Knowing. "Let me urge you to round them out with a tenth way of knowing that embraces them all and that is the best teacher of all: experience...From this day forward, deepen your hold on this tenth way of knowing from the experience of work." Bloomberg urged graduates to seize opportunities: "As one very wise Greek philosopher, and later, running shoe guru, once said: 'Just do it!'"

Citing his own career path, Bloomberg encouraged the students to work at jobs that "will teach, humble, and exhilarate," so much that enter-



**President Judith Shapiro
& NYS Senator Liz Krueger**

ing work at 7am becomes more appealing than appalling. "When I went to Wall Street after business school, I found that being the first person in the office each morning gave me opportunities for face time with the boss, before the others arrived...I spent 15 years on Wall Street working at a firm that really valued the work I did—right up to the day they showed me to the door. But on the day I was fired, I knew that the next day was going to be a better one." And to the people who fired him from the firm Solomon Brothers, he said, "things worked out just fine, thank you very much!"

After stressing increased involvement of women in city government, Bloomberg left the graduates with one last piece of advice: "There's no better place to get that experience than here in New York City...This is the city for women who are prepared to strive and succeed."

In a gesture that was not marked in the program, Quindlen surprised Shapiro with her own Medal. "Barnard has been serenaded by your presence and also your alto singing voice for 14 incredible years," Quindlen said. After receiving a standing ovation, Shapiro made her way to the platform, and said, "You guys know how to keep a secret."

After Dean Dorothy Denburg called the names of all the graduates who shook Bloomberg's hand as they processed, Shapiro addressed the Barnard student body for the last time as president. "This is one big pridefest," she said. Shapiro sent her fellow pioneers out on their journey as she embarks on a new one herself, as chair of the board of trustees of the nonprofit group Common Cents Penny Harvest and a member of several academic societies. "When you are back here, you might see me walking the famous dog Nora...I'll be the relaxed one," Shapiro said. Come July, Harvard Business professor Debora Spar will pick up where Shapiro left off as Barnard president.

In her final bid adieu, Shapiro told graduates, "You are now part of the great chain of Barnard being." #

ing objects and the ability to dance, perform somersaults in the air, and "do silly things." Velcro lines the walls and edibles are stuck on and picked off for consumption. Other food is carefully spooned from pouches. Spicy sauces are carried on board to compensate for tastelessness. Hair must be tied down to prevent it floating in all directions and becoming attached to the ubiquitous Velcro. Two hours of physical exercise is required each day "to fool the body" because, with no effort required for movement, the heart slows down and readjustment on Earth can be difficult. Astronauts must be strapped to exercise machines as well as to their beds. Pillows are fastened to the head. Communication with family and friends is made possible via E-mail sent to

the spacecraft three times a day by ground control and through an Internet telephone.

Astronaut Melroy made a tantalizing job offer to her young audience. Announcing that a mission to Mars is planned in twenty-five years, she reasoned that, "Someone now in school between the ages of 5 and 25 will be the first person on Mars. That person could be in this room." Background as a test pilot in the military is no longer required as the space program seeks physicians, engineers, and scientists. Still relevant is the message that Melroy, a pioneering woman, sent to Marymount students on the school's 80th birthday in 2006. "Continually look ahead to who and what you want to be...Math and science are keys to unlocking the doors to the universe." #



WRITING CENTER PRESENTS MORTIMER LEVITT AWARDS



(L-R) Author & TV actress, Carol Higgins Clark, the First Place High School Essay Winner, Kristy Khoury, film screenwriter, Bruce Jay Friedman, and First Place Marymount Manhattan College Winner, Casey Mauro.



(L-R) Marymount Manhattan College's Director of Special Programs, Bob Rimmer, author & TV actress, Carol Higgins Clark, author and Writing Center Director of MMC, Lewis Frumkes, and this event's benefactor, Mimi Levitt.

By POLA ROSEN, Ed.D.

There is nothing quite so heartwarming as seeing young talented students singled out and recognized for their literary efforts. It encourages them along the paths they have chosen and validates their self-worth. This is exactly what happened the other night at Marymount Manhattan College when Lewis Burke Frumkes, director of the writing center, and himself an eminent writer, presented five high-school students and five Marymount College undergraduate cash prizes and certificates of merit at the Mortimer Levitt essay contest awards ceremony.

Frumkes then introduced speaker Bruce Jay Friedman, whose short story "A Change Of Plan," was made into "The Heartbreak Kid," and who wrote the films "Splash," "Stir Crazy," and "Steam Bath," as well as the play "Scuba Duba" and a dozen novels. Friedman talked about the writing life, about his life and how one must get used to the ups and downs in a writing career. Frumkes recalled how Bruce had once told him

that he had asked his good friend Mario Puzo if he couldn't come up with a better title for a book than "The Godfather." but fortunately for Puzo, said Frumkes, the publishers and movie producers decided "The Godfather" was not really such a bad title. The students also got to meet and talk to the beautiful and talented best-selling suspense writer Carol Higgins Clark who also attended the awards ceremony and lauded the students for their fine achievements.

The Mortimer Levitt high-school essay contest this year "Would Prince Charming Have Saved Sleeping Beauty If Her Name Was Sleeping Great Personality?" was won by Krista Khoury of Brooklyn, New York, who received a \$2500 check for her efforts and an ovation from the crowd as director Frumkes read her essay and chuckled out loud to all assembled. Even Bruce Jay Friedman roared with laughter at Khoury's essay and smiled over to Frumkes with a thumb's up.#

Pulitzer Prize Winners 2008

By JOY RESMOVITS

The sun shone for the 2008 Pulitzer Prizes on Thursday May 29 as journalists, historians, poets, writers, novelists, and musicians were awarded for shedding light on American issues. The Prizes recognized a wide range of subject matter—from Louisa May Alcott's relationship with her father to the implications of DNA testing; from a social experiment concerning virtuoso violinist playing in a train station to exposing mistreatments in a hospital.

The Pulitzer Board presented the awards, in Columbia University's Low Library. Under a domed ceiling, winners and their guests were treated to a reception and an elaborate luncheon before the presentation of the 92nd year of awards. Each prize consists of \$10,000 and a certificate—and, of course, the coveted epithet of forever being a "Pulitzer prize-winning professional."

After being passed over entirely in 2007, the Washington Post swept the Pulitzer Prizes at Thursday's ceremony, garnering six Prizes. The Post won the prestigious Public Service award, which additionally merits a gold medal, and in five other areas: feature writing, national reporting, international reporting, commentary, and breaking news reporting. The Post won the breaking news prize for their coverage of the killing in Virginia Tech. The six-prize haul is the second largest awarded to a newspaper at once, trailing behind New York Times' seven prizes for coverage of the September 11, 2001 attacks.

Also unique about Thursday's awards were the duplicate citations both in poetry and investigative reporting. Bob Dylan received a special citation in

music "for his profound impact on popular music and American culture, marked by lyrical compositions of extraordinary poetic power." There have only been 38 such citations since 1917, and Dylan joins the ranks of distinguished past recipients such as George Gershwin and Duke Ellington. Last year, John Coltrane received the citation posthumously. Since Dylan was unable to attend the ceremony, his son, film director Jesse Dylan, accepted the award on his behalf.

This ceremony marked the beginning of new leadership for the Pulitzers, since co-chairs Jay Harris and Richard Opiel took the Pulitzer helm for the first time this year. In his opening speech, Opiel lauded the public service aspect of journalism by citing the words of Joseph Pulitzer, founder of the Columbia School of Journalism, the institution that hosts the Pulitzer Prizes. Opiel said that while Pulitzer might be more remembered for his warmongering yellow journalism, his true legacy is an unfettered commitment to public service. Journalists are in charge of upholding the American republic by holding institutions accountable. Though there has been much talk of the declining state of journalism with the rise of blogging, Opiel said that "even in these dark times," the work of the Pulitzer submissions provide him with hope that the field is still fulfilling its promise of serving Americans. He noted that freedom of the press was originally not part of the constitution. During state ratification conventions, citizens would ratify the document only under the condition of a bill of rights, which guaranteed freedom of the press.#



State Budget: Good News for New York City

By MAYOR MICHAEL
BLOOMBERG

Recently State leaders approved a new budget—one that helps pay for the essential services all of us rely on. New York City didn't get everything we wanted or needed from Albany—and there's been plenty of coverage of that in the news media. But the glass is a lot more than half full—let me talk about what that means for New Yorkers.

Most importantly, we succeeded in preserving the State agreement to provide fair funding for New York City public schools. That was in doubt back in January when the State's original spending plan was proposed. But the budget approved last week set things right by increasing State operating funds to our schools by \$100 million. It also gives us the discretion we need in deciding how to spend that money. And the State's commitment to pay half the costs of building and renovating the City's public schools was strongly reaffirmed. With the largest school capital plan in the city's history well underway, that's good news for our 1.1 million schoolchildren and for our taxpayers, too.

State leaders also agreed to restore the revenue sharing funds that come to the City with no strings attached. Last year, this aid to our City had been reduced. The adopted budget now restores 75% of these revenue sharing funds.

In the areas of special education for pre-kindergarten students, juvenile justice, and public

assistance, proposals to shift costs that had traditionally been borne by the State onto the backs of City taxpayers were rejected. State leaders agreed to reforms that we had long sought that will allow the City to build major public works projects more quickly and efficiently, and at less expense. Also, the State tax on cigarettes will go up by \$1.25 per pack—and our experience in New York City shows that that's a proven way to discourage young people from taking up smoking, and to protect them from heart disease and cancer later in life.

Other decisions made in Albany weren't as wise. State leaders prohibited us from considering student performance data when we're making decisions about granting or denying teachers the lifetime job protections of tenure. That gives New York the dubious distinction of being the only state in the nation with such an ill-considered policy—one that seriously shortchanges students and parents. The State Assembly's refusal to even bring the Governor's congestion pricing bill to a vote was also enormously disappointing, and the effects of that shortsighted decision will be felt for decades to come.

But congestion pricing was only one piece of our broad, 127-item agenda for creating a greater, greener New York City. Now we're moving ahead aggressively on all our other initiatives to make sure that our children inherit a city that's even better than it is today. #

Ron Brown Scholarships to 20 African-American Students

The Ron Brown Scholar Program, the nation's leading scholarship program for African-American youth, recently announced its 2008 class of Scholars. Of the more than 5,600 applications received this year, only 20 were awarded this honor. Founded in 1996 and named in honor of the first African-American Secretary of Commerce, the Ron Brown Scholar Program provides students with the financial resources to attend some of the finest colleges and universities in the country, in addition to promoting outstanding service opportunities for the next generation of promising African-American leaders.

"Each year, I am continually impressed by the thousands of students who apply to become Ron Brown Scholars," said Michael Mallory, executive director of the Ron Brown Scholar Program. Ron Brown Scholars are selected on the basis of demonstrated academic excellence, leadership potential, social commitment and financial need. Some key highlights of the program include: More than half of Ron Brown Scholars attend Ivy League universities; Two Ron Brown Scholars were elected to be the First Marshals of their Harvard University graduating classes, considered the highest honor bestowed upon an undergraduate; One Ron Brown Scholar has been selected as a Truman Scholar and two Ron Brown Scholars have been selected as finalists for the Rhodes Scholarship; Ron Brown Scholars dedicate themselves to enriching lives in their local communities and worldwide. For example, nine Ron Brown Scholars have conducted AIDS research and community service with the Institute of Human Virology.

With a 100% graduation rate, Ron Brown Scholars go on to succeed in a variety of leadership positions. From finance executives and top lawyers, to award-winning playwrights and Supreme Court Justice clerks, they have published books and documentaries, appeared as expert guests on radio and television, and been invited as speakers to numerous international conferences.

"The selection process is rigorous, and each year the applicant pool grows in numbers and

potential," said Robert Binswanger, former Dartmouth professor and Selection Committee member. "It is increasingly difficult to select only twenty Ron Brown Scholars, and I consider it an honor to meet these inspiring young people."

The 2008 Ron Brown Scholars are:

Derrick Asiedu, Nanuet, NY, Spring Valley High School

Jocelyn T. Bell, Pittsburgh, PA, Woodland Hills High School

Peter A. Boyce, II, Bronx, NY, Stuyvesant High School

Dora I. Duru, Lynwood, CA, California Academy of Math & Science

Raymond D. Grissom, Austell, GA, Campbell High School

Kani M. Keita, Miami, FL, Miami Killian Senior High School

Osha Kondori, Washington, VA, Rappahannock County High School

Christopher M. Lyle, Ocean Springs, MS, Ocean Springs High School

Daren W. Miller, St. Petersburg, FL, St. Petersburg High School

Ethan G. Monreal-Jackson, Frisco, TX, Frisco High School

Desiree C. Montgomery, Lakeland, FL, Kathleen Senior High School

Diana A. Ofofu, San Antonio, TX, Communications Arts High School

Bradley D. Pough, Deltona, FL, Deland High School

Amanda M. Reid, Flagstaff, AZ, Flagstaff Arts & Leadership Academy

William K. Stone, Jersey City, NJ, The Lawrenceville School

William A. Tarpeh, Alexandria, VA, Thomas Jefferson High School for Science & Technology

Christopher J. Taylor, Blythewood, SC, Blythewood High School

Kiah C. M. Thorn, Fort Worth, TX, All Saints' Episcopal School

Ryan O. Williams French, Riverside, CA, Riverside Poly High School

Briana L. Wong, Kent, WA, Kentridge High School#

Bauer Named 2008 Truman Scholar

David L.V. Bauer, a junior majoring in chemistry and member of the Class of 2009 at the Macaulay Honors College at The City College of New York (CCNY), has been selected as a 2008 Truman Scholar by the Harry S. Truman Scholarship Foundation.

The Truman Scholarship provides up to \$30,000 in funding to students pursuing graduate degrees in public service fields. It is one of the most prestigious and competitive national scholarship programs, awarding between 60 and 65 scholarships annually to a field of 600–700 nominated candidates.

“I feel incredibly fortunate to have been selected from an amazingly talented pool of candidates,” said Mr. Bauer. “City College has provided me with a nurturing environment where I not only gained a solid foundation in the sciences, but also came to see how my work impacted New York City and the world at large.” The Bronx resident, who is the 2005 First Prize Winner in the Intel Science Talent Search and a 2007 Goldwater Scholar, said he plans to pursue a Ph.D. in the sciences after graduation.

Mr. Bauer, a Bronx resident who is spending the Spring 2008 semester conducting research on DNA sequencing at Oxford University in the United Kingdom, is the second Truman Scholar from CCNY in four years. In 2005, Claudio Simpkins, a political science and philosophy

major from Queens, was selected.

“When he decided to come to City College, we knew David was an exceptional student, and we expected him to accomplish a very great deal here,” said Dr. Gregory H. Williams, President of The City College of New York. “He has met—and exceeded—those expectations, and on behalf of our faculty, students and staff I congratulate him on this stellar achievement.”

The Truman Scholarship Foundation was established by Congress in 1975 as a living memorial to Harry S. Truman, the 33rd President of the United States. Its mission is to find and recognize college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service; and to provide them with financial support for graduate study, leadership training, and fellowship with other students who are committed to making a difference through public service.

Scholarship recipients are selected based on a combination of career and graduate study interests, community service and academic achievement. This year, there were 211 finalists who interviewed for the scholarship, including another CCNY student, Lindsay White, a SEEK student majoring in political science and psychology in the City College Honors Program. #

CUNY Vice-Chancellor Hershenson Receives ASPIRA Award For Work With Hispanic Students



CUNY Vice-Chancellor Jay Hershenson & CUNY Chancellor Matthew Goldstein

By DR. POLA ROSEN

CUNY Vice-Chancellor and Board of Trustees Secretary Jay Hershenson was presented with the Dr. Antonia Pantoja Leadership Award by ASPIRA of New York. ASPIRA, founded 47 years ago by Dr. Pantoja, is a grass roots organization that provides support in SAT preparation, college tours and financial application assistance as well as scholarships for Latino youth thereby increasing the high school and college graduation rate dramatically.

Many of the “aspirantes,” as the young participants in the program are called, live in poverty but as one participant stated, “that’s only an economic label. They are not poor in spirit or talent.” Another volunteer reflected about the inspiration she’s infused with on attending chapter meetings, held on various campuses and schools throughout the city: “I don’t have to drive home. I can fly!” Carolina Rodriguez, a student member, explained that ASPIRA is all-inclusive; you don’t have to be Latino to belong. Chapters offer sports, arts and crafts, dance, mentoring and trips to Albany to learn the legislative process first hand.

Over the past five years, Hershenson has sponsored ASPIRA’s Citywide Youth Conference, addressed the students and lent strong support to the more than 100,000 Hispanic undergraduate, graduate and continuing education programs on

CUNY campuses throughout New York City.

Patrick Gaston, President of Verizon, one of the sponsors shared that “Teachers are our greatest aspirantes, for they inspire children.”

CUNY Chancellor Matthew Goldstein introduced Hershenson, to the accompanying laughter of the audience, as the man with “one salary and two jobs, part of our efficiency initiative. Hershenson is head of corporate and community relations but his real job is as a great communicator for what’s happening at CUNY. He’s an indefatigable spokesperson for high school students who now want to attend college. He cares about engagement and believes in our mission with passion.

“Since people may have difficulty coming to our community, CUNY founded centers in the Heights, a merger of Hostos and the Borough of Manhattan Community College called CUNY Express for Latinos to understand what a university can do.

“Jay is the glue that holds us together, the spark that ignites us and the force that inspires us to achieve!”

Hershenson was equally eloquent in advising students “Education is most important for it is the entry to the world of ideas and empowerment. Complete your work one step at a time and never lose sight of your dreams!” #

GROWING PRESENCE OF CHARTER SCHOOLS IN NYC

By MARISA SUESCAN

Twenty new charter schools will open in NYC in September, adding to the existing 60 already serving NYC public students. These new charters include nine elementary schools, two middle schools, two high schools, plus six schools that will serve grades K to 8, and two for grades K to 12. The NYC Department of Education Panel for Education Policy delivered this information—and the message that charter schools are an important option for parents and students seeking a quality public education in NYC—during a May 19th public meeting held at Tweed courthouse.

“It’s really important to understand our thinking on this issue,” said Chancellor Joel Klein, who facilitated the meeting. “The achievement gap in this city and this nation is one of the great pains of our time, and we are trying to address that.”

Dozens of community members attended the meeting. Several spoke out during the public comments portion, many to voice concerns about the on-the-ground consequences of increasing charter schools on the system’s existing traditional public schools. Fifteen of the 20 new charters will open in existing DOE buildings.

Carla Phillip, whose daughter attends Phillippa Schuyler, a middle school for “Gifted and Talented” students in Bushwick, said she and other parents just found out in March that Achievement First would be opening a charter school in their building next fall. The move, she and other parents from Phillippa Schuyler said, would result in crowding at their own school, squeezing the music department out of its space, and requiring teachers to share classrooms and tote around materials.

“If it’s not broken, do not fix it,” Phillip said. “Leave well enough alone.”

Various themes on her message—do not undermine the success of existing schools in order to create new educational opportunities—were echoed by other parents, educators, and advocates. Klein—who several times cited his commitment to “every one of the 1.1 million students in NYC public schools”—responded by asking them to consider the larger mission.

“We’re not trying to trample any children. We’re trying to make sure all children have an equal shot at getting a quality education,” Klein said. “I know it’s not easy or painless.”

“Everybody would like more space, everybody would like more resources... in their schools,” he added. “In the end when I hear all the information, I have to make those decisions, and consider what is most equitable.”

At one point, Klein reminded parents that “a charter school is a public school:” open to all NYC students through an open lottery process, publicly funded, and ultimately held accountable by the NYC DOE and others for ensuring high student achievement.

What is unique about a charter school—which is governed by a not-for-profit board of trustees—is its freedom from NYC DOE regulations. This autonomy allows charters to design their own policies (many implement a longer school day and academic year), curriculum, and system for financial management.

Proponents of charter schools say they diversify public education options, create a sense of urgency around student achievement (the schools close if they do not meet the goals established in their 5-year contracts), and promote educational innovation. Others assert that charter schools have a spotty track record in promoting achievement, and that they take resources—including students in families who are invested enough in education to apply to the lottery in the first place—away from existing public schools.

The new charter schools opening in NYC are largely distributed across Brooklyn, the Bronx, and Manhattan, with one in Queens; many will be in low-income areas such as the Brownsville neighborhood in Brooklyn and Morrisania in the South Bronx. Several of the new charter schools will be opened by organizations that already run existing charter schools, such as Achievement First (which has schools in Bushwick, Bedford-Stuyvesant, Crown Heights, and East New York) and Imagine (which runs schools in 10 other states and Washington DC). Harlem Success Academy—the organization headed by former NYC Education Committee Chair Eva Moskowitz, which opened its first charter school in 2006—is opening three more in September.

In addition to charter school information, the May 19th meeting also featured updates from the Translation Services Unit, which cited an increase in the use of translation services (the website and all DOE communication to parents is available in 8 languages), and over-the-phone interpretation services. The unit has also implemented newer

initiatives, such as Native Language Forums, which engage non-English speaking parents in their native language, removing the interpreter from the process.

But the public comments focused almost uniformly on the shrinking resources that many anticipate next year. Some community members took the opportunity to comment on the highly publicized cuts to the education budget.

Jaime Gonzalez from the Alliance for Quality Education, a statewide non-profit advocacy coalition, cited that “more than 10,000 parents, students, and teachers have opposed the state and city budget cuts.” Looking at Klein, he said, “It would be good to hear you oppose these cuts, too.”

Several chided Klein for not responding adequately to community input—including, at one point, a member of the Panel for Education Policy, Patrick Sullivan from Manhattan. Turning to Klein, he said that the 1.1 million students

“aren’t your children” and pressed, “How is their (the parents’) input being considered?” Klein said that the DOE sometimes changes course based on community input, such as moving the proposed location of charter schools.

Lavinia Galatis, a member of District 30’s Education Committee and mother of a seventh grader at IS 141, provided an idea that Klein responded to.

“Why not have a group of people who are thinking of starting a charter school join an (existing) school?” Galatis asked. That approach, she said, would eliminate the need to find a new location and hire new staff.

“It makes sense,” Klein said, nodding. “We are happy to try to facilitate partnerships.” He said that the United Federation of Teachers has opened two charter schools in the city. “What you’re seeing is different options and different opportunities.” #



PHI DELTA KAPPA, COLUMBIA U AWARDS TO DR. BONNIE BROWN, DR. CAROLE HANKIN, FRANK NAPPI JR. & JUDITH S. TARLO



Dr. Bonnie Brown & her mother



Dr. Carole Hankin & Dr. Joseph Hankin

By DR. POLA ROSEN

It's been my privilege to be the Vice-president of Phi Delta Kappa (PDK), along with my colleagues Dr. Steve Levy (President) and Joan Washington, Vice-president for the past several years. One of the great pleasures is the annual awards ceremony for outstanding contributions to education. Our 2008 ceremony was marked by our 100th year anniversary honoring Superintendent of the Year Dr. Bonnie Brown, District 75 in the New York City Department of Education as well as Dr. Carole Hankin, Superintendent of Schools for the Syosset, New York school district.

For the past 30 years, Brown has been involved in the education of special needs children now managing the largest school district in New York City with a budget of \$800 million. With humor and a passion for helping parents and students while tending to the needs of her staff, her knowledge and expertise are vast and her ability to analyze and problem solve, keen and successful. She acknowledged her "30 year journey as a lifelong learner and her success due to the collective support and guidance of her staff." She also thanked the parents who came to pay homage to her for teaching her about "the resilience of a mother's love and courage in the face of unrelenting challenges."

Her request to her staff, who numbered about 150, and turned out to pay tribute to their leader, was "stay vigilant and never stop advocating for you speak for the voiceless, you fight for the injured and you have been entrusted with the District 75 parents' greatest asset, their children."

Dr. Hankin has been superintendent for 18



Ernest Logan, Frank Nappi & Peter McNally

years and has, among many other innovative reforms, brought computers in to the classrooms as well as a mandatory computer-training program for all classroom teachers. She has mandated that world languages begin in kindergarten studying a different language each year. In the sciences, she has arranged partnerships with Cold Spring Harbor, Rockefeller University as well as Kentucky State University; in the arena of the arts, she has collaborated and brought into Syosset the major museums in NYC including The Guggenheim, The American Museum of Natural History, The Metropolitan Museum of Art and the Brooklyn Botanical Gardens. Her staff numbers 1200 and her budget is \$162 million. She has been a monthly columnist for *Education Update* for many years, sharing and guiding parents and educators with great wisdom. Hankin has transformed the district into a nation-

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BANK STREET COLLEGE

Costa Rica and Morocco: Where Education and Culture Meet in Small Communities of Learning

By KATY GURLEY

For two weeks in July, a traveling community of learners from Bank Street walked many times through Costa Rica's Monteverde Cloud Forest, where they saw lush green gardens of mosses, ferns, flowers, and epiphytes growing thickly on every tree. They climbed inside enormous fig trees. Clouds drifted in and settled among the slopes. Dangling roots and vines swept across the trails. The air was rich with the sounds of birds, and they saw small mammals scurry across the forest floor.

The group of 12 students, most of them Bank Street graduate students, were participating in a special New Perspectives class, "The Delicate Connection of People and the Biology of the Rain Forest: Implications for Curriculum (Grades three-eight)." Susan Wu, environmental educator in the Tiorati Workshop for Environmental Learning at Bank Street College, led the course. The New Perspectives program offers professional development courses for teachers on weekends and in the summers, and also organizes study-abroad courses.

"Every day was extremely full," Ms. Wu says.



Susan Wu

"This trip was basically about discovering the world through real life experience and using that experience to go home and develop curriculum for classrooms about the ecology of the rain forest and the community that surrounds it."

In addition to taking trips to the rain forest, students heard from many guest lecturers who were residents of Monteverde—which means "Green Mountain" in Spanish—and experts in ecology, biology, conservation, and farming.

The group also met with the local Quaker community, whose members emigrated from the United States and helped found the village in 1951. In an attempt to protect the area's watershed, the Quakers bought much of the land that makes up the Monteverde Reserve. The Quakers have played a major role in the development of the community.

Eco-tourism, which seeks to minimize the negative aspects of conventional tourism on the environment and enhance the cultural integrity of the local people, is a major topic for discussion on Monteverde, Ms. Wu says. It has become a

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NEW NOBEL LAUREATES INSCRIBED

By RENI SHULMAN

In a society where admiration and celebrity are so often reserved for actors, athletes and models, it was heartening to attend a gathering of people paying tribute to the six new American Nobel Prize recipients and their intellectual achievements, at the Nobel Monument Inscription Ceremony recently. The newly-inscribed Laureates included Mario R. Capecchi and Oliver Smithies for Medicine, Al Gore for Peace, and Leonid Hurwics, Eric S. Maskin, and Roger B. Myerson for Economics.

The ceremony honoring the most recent Nobel Laureates took place at the Nobel Monument in Theodore Roosevelt Park in New York City. With endorsement from former Consul General of Sweden in New York, Dag Sebastian Ahlander, and former New York City Parks Commissioner, Henry J. Stern, the Nobel Monument was conceived in 2001 and soon after inaugurated on October 14, 2003. As the United States has had more Nobel Prize recipients than any other country, the monument honors past and present American Nobel Laureates, as well as the founder of the Prize, Swedish inventor Alfred Nobel.

In his opening remarks at the 2008 inscription ceremony, New York City Parks Commissioner Adrian Benepe noted the suitability of Roosevelt Park to accommodate the monument, alluding to the park as “the Agora,” a place where, he explicated, relationships are developed and minds come together. Consul General of Sweden in New York, Ambassador Ulf Hjertsonsson, followed the Commissioner and attributed the academic success of the United States to, “its unparalleled...ethnic and cultural diversity.” As such, he explained that New York City was and remains the most appropriate location for the monument, as it is “a formidable example [of this diversity].”

Dr. Roger B. Myerson, one of the 2007 Laureates in Economics, discussed the implications of the Nobel Prize in his address. “The intrinsic quality of my work is no better or worse,” he explained. Rather, he said the prize “belongs to humanity.” He further reflected upon the inspiring nature of the Nobel Prize and the Nobel Monument. Myerson humbly expressed his conviction that “the real prize is the prize of helping the next generation in our field...to see things more clearly.” He did remark that the Laureates were “treated like rock stars” while in Sweden this past December at the Nobel Banquet. Myerson modestly concluded with the assertion that Nobel Laureates are merely “the devoted servants of the muses of science and creativity.”

In this spirit of inspiring the next generation toward achievement in science, literature and peace efforts, the fourth grade class from Rodeph Sholom School attended the ceremony. Additionally, Mingzhu Li, a high school student and winner of the 2007 Laureates of Tomorrow-Nobel Essay Contest, was present. “It was so exciting to go to the Nobel Banquet in Sweden and meet the Laureates and talk to them,” she told *Education Update*. “I feel like I am one step closer to entering the scientific world and making a contribution.” Commissioner Benepe told *Update* that the distinguishing feature of the Nobel Monument is its dedication to “pure intellectual achievement, which serves as an inspiration to the next generation of New York.”

The morning ceremony concluded with a performance by choral ensemble, Sound of Sweden. The Swedish natives melodiously sang, in a capella mode, Sa Skimrande Var Aldrig, a piece composed by Evert Taube. After a buffet luncheon hosted by Swedish Consulate General,



Nobelists Myerson and Smithies at unveiling of monument

Ms. Li introduced Dr. Oliver Smithies, the 2007 Nobel Laureate in Medicine.

The event was inspirational and joyous, yet casual and tranquil. The acme of academic achievement of the Laureates was recognized

and immortalized in the unveiling of the new Laureate names. Furthermore, the collaboration of Swedish and American interests, especially in the academic cosmopolis of New York City, was highlighted and celebrated. #

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SPORTS

COLUMBIA TOPS PENN, 74-58, IN IVY LEAGUE CONTEST

By RICHARD KAGAN

The scoreboard and game clock malfunctioned in the waning moments of Columbia's win over perennial Ivy League power, The University of Pennsylvania recently at Columbia's Levien Gym on the campus.

It was about the only thing that didn't go the Lions way on a night when Columbia got off to a good start and rode the hot shooting tandem of Niko Scott, and K.J. Matsui, who scored 19 and 17 points respectively. The Lions won 74-58 with a strong effort.

Columbia (9-11, 2-3) also benefited from having Penn's leading scorer frosh guard Tyler Bernardini, miss the game due to a head injury. Without Bernardini who averages 13 points per game, out of the game, Penn's (7-13, 2-1) offense had a difficult night getting on track.

Columbia took advantage by making its shots and jumping out to a quick 7-4 lead, the first seven points scored by Scott, former Christ The King High School captain.

Guard K.J. Matsui found his three point shot working, and the Lions were able to get an early 18-10 lead. And, John Baumann, who was effectively double-teamed in the first half, finally got untracked by scoring an inside basket with 7:20 to play in the half to put the Lions up by 10. Scott lead Columbia with 19 points, Baumann had 18, and Matsui, 17 for Columbia, who played before a raucous home crowd, the spectators standing on their feet in the "Lion's Den" during the entire game.

If the fans got a workout, so did the players. Columbia shot 48% for the game, and an impressive 57.9% from three-point land. The Lions out-rebounded Penn, 33-30 for the game, 21-15 in the second half.

Columbia head coach Joe Jones said his team was ready to face a team that has dominated the Ivy League in recent years, winning the last 3 Ivy League crowns and going 38-4 in the League, during that span.



Niko Scott

Niko Scott gave Columbia a lift with a very solid game, scoring big baskets and playing 31 minutes. "He's a tough kid," said his coach. "He's from New York City. He was the captain of Christ The King High School, which was the number one team in the country."

Scott made three big 3 pointers which enabled Columbia to maintain the lead against a gritty team that was playing without its leading scorer.

"The good thing for us is we have guys who can make shots," said coach Jones. When that happens, it allows Baumann to become more effective in the paint.

Baumann had a strong second half mainly because guys were hitting their shots. "I can pass the ball out but the real battle is making the shots," Baumann said. In this game, Columbia did, and got back in the Ivy League race.

Postscript:

Bergtraum Coasts to 10th Straight Girls' "AA" PSAL Basketball Title, in 85-47 Victory

By RICHARD KAGAN

This is what a dynasty looks like. Murry Bergtraum H.S. is loaded with talent and when the opening tip-off came against Manhattan Center H.S. in the Title Game, Bergtraum was off to the races. The Lady Blazers accelerated like a finely tuned racecar, and used its plethora of talented guards to score at will against an over-matched opponent. The result: Bergtraum had a convincing 40-21 half-time lead and was never challenged. Senior Krystal Parnell led all scorers with 19 points and had 10 assists. Junior guard Shanee Williams scored 17 points and sophomore

Shakurah Washington added 15 points and hauled in 11 rebounds. Senior Center Shakeya Leary grabbed 12 rebounds and scored eight points for the champs.

While Bergtraum and head coach Ed Grezinsky will miss the outstanding play of Parnell, He has some fine players returning in Williams and Washington. "You're only as good as your players and assistant coaches," said Grezinsky.

Parnell was able to drive to the hoop and uncannily, find the basket in traffic. "She gives us a real spark," said Grezinsky. Evidently, enough sparks to claim a tenth straight girls' PSAL title.#

Abraham Lincoln Railsplitters' Answer the Call, 88-57, for 3rd Consecutive Crown.

By RICHARD KAGAN

It wasn't like Boys & Girls H.S. didn't know what to expect when they took the court at Madison Square Garden, to face off against formidable Lincoln H.S. They played each other during the regular season and last year, Lincoln beat B&G in the boys' Finals for the Title. But, after a 23-9 first quarter, and a 42-21 half-time lead, the drama all but evaporated. Lincoln was the team, and Lance Stephenson, the junior forward, was the man. The highly touted Stephenson scored an impressive 27 points to lead 4 players in double figures as Lincoln handled the Kangaroos with ease.

"We didn't come out with energy," said Coach

Ruth Lovelace. "Our mental capacity wasn't there." In fact, the coach remarked, "it seemed like I wasn't even coaching my own team." Boys & Girls' shot just 34% in field goals and had 23 turnovers, which Lincoln converted into easy chances. The Railsplitters' hit 50% of their shots from the field and out-rebounded Boys & Girls 44 to 37.

Coach Lovelace did want to say her team wilted under the Garden lights. "It's the same basket," Lovelace stated. For whatever reason, the Kangaroos came to the Garden without their hop. "It's a tough one to swallow," said Lovelace. Senior guard Clayton Sterling led Boys & Girls H.S. with 14 points #

With the win over Penn, The Lions went onto win 6 of 7 games and made a very competitive showing in the Ivy League. However, Columbia dropped their last three conference games including a 69-67 last second loss to Penn to end the season.

Tyler Bernardini scored on a shot at the buzzer to beat back a strong Columbia effort.

The Lions ended their year at 14-15 and 7-7 in the Ivy League. John Baumann, senior power forward, was named as one of the top players in the NYC metro area, after the season ended. #

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CSI FIRST IN NATION TO OFFER NURSING CERTIFICATE IN CULTURAL COMPETENCE

Everyday, nurses have the potential to make a positive difference in human lives by providing high quality health care. But how do nurses make the greatest positive difference? How MUST nurses in the 21st century provide quality health care amid the increasingly multicultural and global society?

The answer is to provide culturally competent, that is, culturally specific nursing care. Dr. Madeleine Leininger, founder of the field of transcultural nursing, defined culturally competent (congruent) care as care that is customized to fit with the patient's own cultural values, beliefs, traditions, practices, and lifestyle. Quality health care can only occur within the patient's cultural context.

Consider these scenarios: 1) a nurse administers insulin and then leaves a tray of culturally forbidden foods with a diabetic patient; 2) a nurse does not assess a patient for folk medicine use, thereby not learning of the patient's use of herbal teas with ginseng. The nurse then administers the heart medication digoxin although the use of ginseng in conjunction with digoxin can result in drug toxicity and death; and 3) a nurse in the coronary intensive care unit (ICU) who provides a patient with a booklet in Spanish entitled "Mexican foods for Heart Health" and a booklet on "Free Health Service Resources for Non-US Citizens" to a multiethnic English-speaking patient who self-identifies as second-generation Puerto Rican and Irish-American.

In an effort to address the critical need for cultural competence in the health care profession, the College of Staten Island's Department of Nursing will launch a new Advanced Certificate in Cultural Competence program this fall, the first certificate program of its kind in the nation.

The program is the brainchild of Marianne Jeffreys, Professor of Nursing at CSI, who points out the importance of being culturally competent in the health care field. "We have an increasingly diverse population. With increased globalization and immigration throughout the world, people are moving more rapidly and cultures are changing. Nurses and health care professionals are also becoming much more diverse, so we really need to do this to enhance health care outcomes."

"I applaud and fully endorse CSI's Advanced Certificate in Cultural Competence. This program has it all: culturally specific action plans across diverse practice settings for educators, practitioners, managers, and researchers," said Larry Purnell, a nursing professor with the University of Delaware. "Graduates of [CSI's] program will have readily available knowledge and skill that will enhance their cultural competence as well as the skills necessary to conduct culturally competent education and research and work more effectively with culturally diverse staff."

The Website www.culturediversity.org notes that to be "culturally competent the nurse needs to understand his/her own world views and those of the patient, while avoiding stereotyping and misapplication of scientific knowledge. Cultural competence is obtaining cultural information and then applying that knowledge."

Jeffreys adds that cultural competence is also valuable as health care professionals relate to one another, as well as with their patients.

The program is open to graduate and post-graduate nursing students. For more information, visit www.csi.cuny.edu/nursing or call the Nursing department at 718.982.3823.#

Education Secretary Announces Federal Grant for New Charters

By SYBIL MAIMIN

The excitement was palpable in the Tweed Courthouse as US Secretary of Education Margaret Spellings announced a federal grant of \$8.3 million to Civic Builders, Incorporated to build 8 to 12 new charter school buildings in New York City and Newark, NJ in the next five years. In accepting the government's largess, NYC Schools Chancellor Joel I. Klein and Newark Mayor Cory A. Booker spoke of the possibilities it represents and the success that charter schools have become. Stressing there is no competition between public and charter schools, Klein explained that following the "unprecedented number of new public schools" in New York City he "looks forward to a significant expansion of charters." His focus is the impact on students. "As long as they serve my kids for free and on a lottery basis, I'm for it... This is about my kids... My kids need buildings... This is about getting a great education." Booker reported, while visiting charters in Newark he is struck by the stress and pain administrators face as they struggle to find sufficient funds to stay open. Charter schools generally cannot issue general obligation bonds and are perceived as credit risks by lenders. "Imagine how liberating it would be for these schools if angels came in from government or non-profits," said Booker. Looking to Klein for "the kind of leadership he has brought to the city of New York," Booker heard the warning, "To be a complete supporter of charters has political consequences." The Newark mayor acknowledged strong resistance to taking public school space for charters, but believes there is no difference between public, charter, all-girls, all-boys, or other school models.

Parents should have an abundance of options. He reported the highest performing schools in Newark are charters.

Civic Builders is a non-profit facilities developer that takes responsibility for finding and acquiring sites and designing and constructing charter schools. It may buy, renovate, or build. Its concern is "finding new seats for kids." Facilities are a major hurdle for charters, explains Civic CEO David Umansky. His company seeks to relieve schools of having to find financing and building sites as it negotiates with the complicated real estate and construction industries and comes up with affordable solutions. It aims to enable school administrators to focus on students and education. Civic has built several schools in New York City with others on the drawing board. Bronx Charter School for the Arts (2004) is a stylish and colorful art center housed in a former salami factory. Bronx Lighthouse Charter School (2006), which sits in a refitted parking garage, has transformed its neighborhood. Newark is new to Civic Builders, and Umansky has spent time there to learn about the market and administration. Klein sees the potential for "great synergy" between the two cities. He explains, "Each of us will be making proposals. There is plenty of opportunity for both of us to get what we want."

Secretary Spellings noted, "Some of the finest schools in the country are charters." She spoke of NYC charters as "laboratories of innovation" and said, "I look forward to learning from you as pioneers in the movement." There are currently 60 charter schools in New York City and 18 more are scheduled for September openings.#



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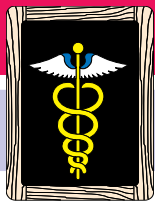
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MEDICAL UPDATE



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FOR PARENTS, EDUCATORS & STUDENTS

• 20

DR. ALFONS POMP NAMED CHIEF OF LAPAROSCOPY AND BARIATRIC SURGERY AT NEWYORK-PRESBYTERIAN/WEILL CORNELL

An international authority on advanced laparoscopic surgical techniques, Dr. Alfons Pomp has been named chief of Laparoscopy and Bariatric Surgery at NewYork-Presbyterian Hospital/Weill Cornell Medical Center and the Leon C. Hirsch Professor of Surgery at Weill Cornell Medical College.

Dr. Pomp is currently leading innovative research into unique ways to maximize the safety and effectiveness of weight-loss surgery. He is currently one of six co-investigators for the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) Bariatric Surgery Clinical Research Consortium. He also serves on the steering committee and chairs the adjudication committee for LABS (Longitudinal Assessment of Bariatric Surgery), a major research collaboration designed to provide a better understanding of

the impact of weight-loss surgery on the health and well being of patients with extreme obesity.

Since joining NewYork-Presbyterian/Weill Cornell in 2003, Dr. Pomp has been named co-director of the Columbia/Cornell Minimally Invasive Surgery Fellowship, and chairs several committees, including the Surgical Quality and Performance Improvement Committee and the Operating Room Utilization Committee.

“Dr. Pomp’s outstanding contributions to the field of morbid obesity and minimally invasive surgery through education, clinical research, collaboration, innovation and expertise make him perfectly suited to lead our bariatric surgery program,” says Dr. Fabrizio Michelassi, chairman of the Department of Surgery and the Lewis Atterbury Stimson Professor of Surgery at Weill Cornell Medical College and surgeon-in-chief

at NewYork-Presbyterian Hospital/Weill Cornell Medical Center.

“The professorship named for Leon Hirsch was established to support excellence in minimally invasive surgery, a role for which Dr. Pomp is uniquely qualified to assume,” adds Dr. Michelassi.

“I look forward to collaborating with colleagues at NewYork-Presbyterian/Weill Cornell and worldwide as we develop new treatment options for patients who suffer from obesity and its life-threatening side effects—treatments that not only dramatically improve their quality of life, but can sometimes save their lives,” says Dr. Pomp.

Dr. Pomp has been a co-author on important studies to the surgical literature on hernia repair, splenectomy (surgical removal of the spleen), adrenalectomy (surgical removal of the adrenal glands) and surgical robotics. Overall, he has authored 50 peer-reviewed publications, eight textbook chapters and 10 invited commentaries and lectures.

After graduating cum laude from McGill University, he attended medical school at the University of Sherbrooke, Quebec, Canada. He completed his internship and residency in general surgery at the University of Montreal, and a fel-

lowship in nutrition and metabolism at the Brown University/Rhode Island Hospital. In 1988, he was appointed to the clinical faculty at the University of Montreal and was also appointed as an adjunct professor of surgery at McGill University. He then joined Mount Sinai Medical Center, where he helped create one of the world’s first programs for minimally invasive weight-loss surgery. In 2003, he joined NewYork-Presbyterian/Weill Cornell, and in 2005, he was appointed as a Frank Glenn Faculty Scholar in Surgery.

Dr. Pomp is a fellow of the American College of Surgeons and an active member of the Society for Surgery of the Alimentary Tract, the New York Surgical Society, the American Society for Bariatric and Metabolic Surgery, the North American Association for the Study of Obesity, and the Society of American Gastrointestinal Endoscopic Surgeons (SAGES), the leading laparoscopic surgery organization in the world. He is also an evaluator for the Bariatric Surgery Center Network of the American College of Surgeons. Dr. Pomp was also active nationally in Canada as an examiner for the Royal College of Surgeons, on committees for the Canadian Association of General Surgeons and the Quebec Association of Surgeons.#

New Cancer Stem Cell Identified Behind Metastatic Tumors

The molecular profile of cancer stem cells that initiate metastatic colon tumors is significantly different from those responsible for primary tumors, according to new research from a team at Weill Cornell Medical College.

Cancer researchers have long believed that a protein called CD133 identifies a population of cancer stem cells (so-called CD133+ cells), the only subset of cells that are responsible for tumor initiation. But in the experiment, in which immunocompromised mice were injected with human metastatic colon cancer, the Weill Cornell team discovered that cancer cells that do not express CD133 could also spur metastatic disease.

“In fact, metastatic tumors originating with these CD133- cells are more aggressive than those spurred by CD133+ cells,” says study senior author Dr. Shahin Rafii, the Arthur B. Belfer Professor in Genetic Medicine and director of the Ansbury Center for Stem Cell Therapeutics at Weill Cornell. Dr. Rafii is also a noted investigator at the Howard Hughes Medical Institute. “Our discovery shows that metastatic and primary cancer may not initiate in the same way. This could have significant implications for research going forward—we believe the discovery opens up new avenues of investigation in cancer stem cell biology.”

The findings were released as a special “highlighted” article in a recent online edition of the *Journal of Clinical Investigation*.

Cancer stem cells are a small, discrete class of cells that scientists believe give rise to malignancy and are solely responsible for tumor maintenance. For years, experts have tracked expression of the CD133 protein as a means of identifying a population of tumor-initiating cells.

To understand the biology of CD133+ cells in a healthy state and during tumor formation the researchers generated a transgenic mouse in which the CD133 gene is replaced with a reporter gene called lacZ. “We relied on the expression of lacZ to detect the spatial and temporal location of CD133+ cells in vivo,” explains co-researcher Andrea T. Hooper, a graduate student in Dr. Rafii’s lab.

Studying the expression of CD133 in this genetic model, the researchers, for the first time, were able to visualize a real pattern of CD133 expression in a living organism. “It came as a big surprise that CD133 expression is not restricted to stem cells, but rather defines mature epithe-

lial cells. This finding directed us to explore the actual contribution of CD133+ cells in tumorigenesis,” notes the paper’s lead author Dr. Sergey Shmelkov, an instructor in genetic medicine at Weill Cornell. “We examined human primary colon tumors, and we also induced colon cancer in CD133 transgenic mice, and discovered that all cancerous epithelial cells in the tumor express CD133, explaining why tumor-initiating cells in primary colon cancer are CD133+.”

But was the scenario the same in metastatic disease? To find out, the researchers transferred fresh human metastatic colon cancer cells into immunocompromised mice. They then tracked the tumor formation ability of CD133+ and CD133- cells during metastases in these mice.

The investigators encountered yet another surprise. “We found that not all human colon cancer cells that form metastases were CD133+, as occurs in primary tumors,” says co-lead author and post-doctoral fellow Dr. Jason Butler. “CD133- cells—probably derived from CD133+ cells from the primary tumor—were also capable of tumor initiation and appeared to play a major role in the formation of metastases. In fact, tumors generated by CD133- cancer stem cells tended to be more aggressive than those originating from CD133+ cells.”

The bottom line, according to the Weill Cornell team, is that origins of metastatic disease appear to be much more complex than that seen with primary cancer.

“There is a subpopulation of cancer stem cells that appears to lose CD133 expression during tumor progression, but then is able to move to the site of metastasis and form new tumors there,” says co-senior author Dr. David Lyden, the Stavros C. Niarchos Associate Professor in Pediatric Cardiology, and an associate professor of cell and developmental biology at Weill Cornell.

The results of this study could change the direction of research into cancer stem cell biology and stimulate the search for new authentic cancer stem cell markers, the researchers say.

“The origins of primary and metastatic tumors are decidedly not the same, and we must broaden our thinking beyond CD133+ cells when it comes to the investigation of metastatic disease,” Dr. Rafii says. “We expect this paper will have a tremendous impact in cancer stem cell biology, aiding research into the causes of cancer in laboratories worldwide.”#

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Review of *A School Leader's Guide To Excellence: Collaborating Our Way To Better Schools*

A School Leader's Guide To Excellence: Collaborating Our Way To Better Schools

By Carmen Farina and Laura Kotch
Published by Heineman: Portsmouth, NH, 2008. (190 pp)

By MERRI ROSENBERG

And here I thought the principal at my children's suburban elementary school was simply a brilliant people person, what with her breakfasts honoring community volunteers, regular newsletters home to parents, and cheerful notes acknowledging a child's special accomplishment or class achievement.

Turns out that Rochelle Cohen (the truly gifted retired leader of my now-adult children's Concord Road Elementary School) must have absorbed some of the same lessons that Carmen Farina and Laura Kotch generously share in this reader-friendly, useful and timely book.

Working from a basic premise that true leadership needs to be collaborative in order to create a successful school, Farina and Kotch provide practical advice that can be followed by any principal, master teacher, or district superintendent.

These authors know what they're talking about. Farina was Deputy Chancellor for Teaching and Learning of the New York City Department of Education; Kotch was the department's Executive Director of Professional Development and Curriculum. They've also been classroom teachers, staff developers, college instructors, and principals, among other key educational leadership roles.

"Education is first and foremost a people business, and the relationships we foster are crucial," they write.

So how does that happen?

It starts with a clear vision, Farina and Kotch suggest—and one that relies on conversations rather than checklists. Their approach urges leaders to build collaborative communities, with bottom-up change rather than top-down pronouncements.

Just as skilled teachers write letters to their students at the beginning of the school year, outlining their hopes and expectations and soliciting suggestions and ideas from the students, the authors believe that effective leaders should do the same thing with their staffs.

It doesn't hurt to embrace some aspects of cheerleaders, being positive and forward-looking, rather than dwelling on problems. They write, "...Problems cannot define a vision nor become its end point. Instead, they are opportunities to include stakeholders in formulating the vision."

Basically, the rationale for having a clear vision is to make sure that everyone is on the same page, moving towards the same goals.

And they caution leaders not to be overly ambitious, focusing on three priorities each year rather than producing an unrealistic laundry list that can't be successful.

Being a good leader doesn't mean winning popularity contests, whether in the school building, in the district, or in the larger community.

"Be willing to take a public stand on unpopular issues," the authors state. "Principled leaders look beyond narrow demands such as raising test scores and focus their priorities on more global initiatives such as graduating students who are inventive, analytical, literate, compassionate, artistic and creative human beings."

Farina and Kotch are also proponents of giving feedback at every opportunity, whether it's writing a "wow" note to congratulate a teacher on a successful lesson, or sharing insights about strategies to improve student performance in a particular curriculum area. It's about paying attention to what the people in a school (or district) are doing, and acknowledging their efforts and achievements. Newsletters, press releases, bulletin boards, as well as regular one-on-one conversations with staff, contribute to developing a culture where people feel valued and respected.

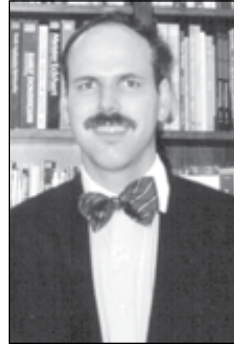
The authors have written a user-friendly book, packed with specific strategies and suggestions that can easily translate to real-world applications, including as ways to avoid potential obstacles and identify successes.

One idea is launching an internal "Book of the Month Club" for teachers and administrators to discuss at meetings, as a way both to model how teachers should work with students and to emphasize the importance of reading and literacy in the school building. Another is finding out ways to celebrate milestones in a school, whether it's the highlights of staff accomplishments or monthly birthdays—fun belongs in a school, and attracts parents and community members to be part of what takes place there.

What I found especially valuable was the idea that September planning should take place in June of the previous year: "June planning builds school wide consistency, results in fewer curricular gaps and redundancies, and establishes shared habits of mind...June planning transforms the end of the school year, often a time of low energy, to a time of new beginnings and renewed energy," write Farina and Kotch.

Start reading.#

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The Case For Civility

By Os Guinness
(Harper One, \$23.95)

In a world of people and nations who seem to have grown increasingly polemical, violent and distrustful towards each other, Os Guinness' *The Case For Civility* is a possible solution. Through analyzing as model the American Republic as put forth in the U.S. Constitution and the first amendment and through the practices of the early leaders of the United States, the author makes a case that historically the U.S.A understood and practiced civility. What Guinness holds to be civility is a situation where people can respectfully disagree and present their own views without fear of retribution because they are protected by society's laws. This kind of civility he finds lacking in much of the present world especially among Islamists, many African governments, Burma, Kosovo, and historically in Hitler's Germany, Stalin's Russia, Mao's China and Pol Pot's Cambodia. He does believe that the U.S.A., although once a good model for civility is now because of the culture wars in danger of straying from being a country of civility. He does not hold out much hope for Europe as in modern times it has become so secular that it does not know how to deal with passionate immigrant religious groups.

Like his fellow compatriot the late Alistair Cooke, Os Guinness, also author of *Long Journey Home*, *The Call*, *Unspeakable*, and *Prophetic Untimeliness*, is British and has lived in the United States for many years. In 1986 he proposed the idea of the Williamsburg Charter (text of which is included in this book) to Chief Justice Warren Burger, chairman of the bicentennial commission of the U.S. Constitution. The Williamsburg Charter, of which Guinness was one of the drafters, was signed June 25, 1988

and is a celebration and reaffirmation of the First Amendment, stressing religious liberty.

The Case For Civility is a must addition to one's library, so come pick up your copy at Logos. While at Logos do pick up a copy of *Prince Caspian* by C.S. Lewis (the book the new Narnia film is based on.) as well as the other books of the Narnia Chronicles and books about Narnia. Meanwhile Logos has attractive Father's Day cards as well as books and gifts, and graduation cards, books and gifts.

Do mark down June 18 on your calendars to come to Logos at 7 P.M. to hear Marie Brenner, writer-at-large for Vanity Fair, author of the tobacco industry expose, *The Man Who Knew Too Much*, basis for the 1999 movie, *The Insider*, read from her latest book, *Apples & Oranges*.

Upcoming Events At Logos

Wednesday, June 4, 2008 at 7 P.M. KYTV Reading Group will discuss *Miss Lonelyhearts & The Day Of The Locust* by Nathaniel West.

Thursday, June 5, 2008 at 7 P.M., Connecting, the Mind, Body And Spirit Workshop.

Facilitator Alison Walling works at Goldman Sachs on the Investment Banking Division's Professional development and Leadership Training Team.

Monday, June 9, 2008 at 7 P.M., The Sacred Texts Group led by literary agent, Richard Curtis, will continue its discussion of the Gospel of Matthew.

Wednesday, June 18, 2008 at 7 P.M., Marie Brenner will read from her new book, *Apples & Oranges* and sign copies of the book afterwards.

Wednesday, July 9, 2008 at 7 P.M., KYTV Reading Group will discuss *John Adams* by David McCullough.

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

CELEBRATE THE SUMMER WITH FIREWORKS, BARBECUES, AND BOOKS GALORE!

By SELENE VASQUEZ

PICTURE BOOK: AGES 6 THRU 8

The Sandman

By Ralph Fletcher, Illustrated by Richard Cowdry
(Holt, unpagged, \$16.95)

The dust from the Sandman helps all who suffer from sleeplessness, especially children. Beautifully plausible story free of adult-oriented nostalgia. Vibrant acrylic paintings are as refreshingly straightforward as the text.

NONFICTION: AGES 8 THRU 10

United Tweets of America

By Hudson Talbott
(Putnam, unpagged, \$17.99)

"Yankee Doodle went to town, followed by a chicken, if that bird won't shut his beak, he's gonna get a lickin'." An amusing rollicking romp thru the states. Wisecrack-filled cartoons feature birds in trivia-style competition for the "United Tweets of American Pageant."

Hurricanes

By Seymour Simon
(CIP, 32 pps., \$16.99)

With new cover art featuring the Smithsonian logo, this updated edition presents hair-raising descriptions and photos of significant disasters since 2003. The formation and behavior of hurricanes as well as necessary precautions is included.

BIOGRAPHY: AGES 6 THRU 10

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote

By Tanya Lee Stone, Illustrated by Rebecca Gibbon
(Holt, unpagged, \$16.95)

This "strong-spirited, rule-breaking" girl became the pioneering leader of women's rights, culminating in her 1848 presentation of the Declaration of Rights and Sentiments, which called for women's voting rights. Excellent gouache and colored pencil illustrations in a folk-art style.

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

ADDICTED TO ALLITERATION

BY GILLIAN GRANOFF

*Metaphorically manic,
Seeking an order from panic,
I sing for synecdoche,
Heed to hyperbole,
Applaud allegory,
I smile for simile.*

*A parade of prepositions
Escapes my doors in this addiction
To diction
That serenades me in sound
And mélange of meter.*

*I climb the walls
In a cornucopia of capitals,
Saturate my ears in
A symphony of syllogism.*

*I am grateful for the grammar
That salutes me in syllable
Cradles me in sound.*

*I am restored to calm
From the cacophony and storm,
And without repetition or rhyme
It restores my sense of time.*



Lincoln Center Institute For The Arts In Education Announces Imagination Award 2008 Recipients

Two New York City schools—PS 115 The Daniel Mucatel School in Brooklyn and The Renaissance Charter School in Queens—was recently honored with Lincoln Center Institute's Imagination Award during daylong festivities. The Imagination Award, now in its second year, is given to recognize and highlight imaginative thinking in the teaching and learning practice of New York City's public schools.

"Developing students' imaginations and teaching them to think creatively is critical if they are to meet the challenges of today's world," says Scott Noppe-Brandon, Executive Director of Lincoln Center Institute (LCI). "Both PS 115 and the Renaissance Charter School encourage students to observe and question the subjects of their study and engage them; both schools use the arts as a catalyst for richer, more complete learning."

PS 115 The Daniel Mucatel School was the Imagination Award winner in the elementary school category. Located in the Canarsie section of Brooklyn, PS 115 applies imaginative thinking to every aspect of its curriculum. All of the students receive classes in every arts discipline throughout the year, and the school takes part in the national "Odyssey of the Mind" program in creative problem solving. The school's principal, Mitchell S. Pinsky, believes that a curriculum should make connections to the students' world, thereby creating an excitement about learning and stimulating the intensity of instruction in the classrooms.

At The Renaissance Charter School, which received the Imagination Award in the high school category, students are also encouraged to connect to their world and to the city in which they live. The school prides itself on nurturing "the whole child," and many electives are offered to both tap into teachers' knowledge and students' interests. Located in Jackson Heights, the school has a multi-national student body that, as a group, shares 89 languages. Embracing this wealth of diversity, Renaissance Charter School offers a daily "global lab" class, where global history topics are taught in a hands-on way.

The Imagination Award celebrated the two win-

ning schools with ceremonies at each:

PS 115 The Daniel Mucatel School—a presentation of an Imagination Banner to Principal Pinsky, which was followed by a performance by noted storyteller David Gonzalez and a sharing of students' work.

The Renaissance Charter School—Scott Noppe-Brandon presented the Imagination Banner to co-principals Stacey Gauthier and Gwen Clinkscales, and student work was shared.

The day ended in a Celebration of the Imagination Award at Lincoln Center's Stanley H. Kaplan Penthouse which featured an Imagination Conversation, a panel discussion on innovation and the imagination moderated by Chris Cuomo, news anchor of ABC TV's "Good Morning America" and co-anchor of "Primetime." Cuomo, who has been at ABC since 1999, has covered foreign conflicts as well as domestic issues such as drug policy and the related issues facing today's youth, sexual abuse and emerging criminal patterns. His "Good Morning America" profile of inspiring 12-year old poet Mattie Stepanek was recognized with a News Emmy award, making Cuomo one of the youngest correspondents to receive this award in network news history. There was also a reprise of the award presentations to the two schools and a keynote address by Eric Liu and Scott Noppe-Brandon, co-authors of the forthcoming book, *Imagination*. A reception followed.

Lincoln Center Institute for the Arts in Education, established in 1975 and located in New York City, is the educational cornerstone of Lincoln Center for the Performing Arts, Inc. It is the leading organization in developing skills of observation, imagination, and creativity through guided encounters with the visual and performing arts. Over the past 30 years, Lincoln Center Institute has shared its unique method of education with more than 20 million students, teachers, college professors and arts administrators representing public schools, arts organizations and professional teaching colleges in New York City, across the nation and around the world. See www.lcinstitute.org for more information. #

The Lyric Introduces Music to New York City's Children

By DR. JOAN THOMSON KRETSCHMER

Heads bobbing, toes tapping, parents smiling. That's what I saw late on a Friday afternoon recently, as kids from Harlem Day Charter School performed with MaD Fusion, an acclaimed trio of versatile composer-musicians, gifted in both classical music and jazz.

A prestigious grant from Chamber Music America, The Residency Partnership Program, enabled the Lyric Chamber Music Society of New York to have MaD Fusion in February and May for a series of special workshops. In two weeklong sessions, artists and students explored a variety of musical styles. Elementary school students were learning about improvisation, setting stories to music, and performing with the artists in two different public concerts.

Since its inception in 1998, the Lyric Chamber Music Society of New York has brought chamber music to New York City school children of a broad variety of backgrounds.

Beginning with a master class with the great flutist, Jean-Pierre Rampal, Lyric's educational outreach has been a commitment to introduce children to classical music. As musicians and educators, we understand the importance of music in developing a child, and the power of music study in fostering discipline, teamwork, listening skills, and self expression. It is part of our mission to expand the audience for classical music and to provide a fertile seeding ground for tomorrow's performers.

Lyric virtuosos have played in New York City schools from P.S. 1 in Chinatown to the Frederick Douglass Academy in Harlem and Bronx Prep. Glenn Dicterow, Concert Master of the New York Philharmonic, and Carter Brey, Principal Cello, New York Philharmonic, are among the many musicians who have shared their love of music with New York City students.

In 2004, the Peter Jay Sharp Foundation asked me to develop a music program at the Harlem Day Charter School. Subsequently, Lyric artists have given an initial, hands-on experience to youngsters who otherwise would not have the

opportunity to learn how to play an instrument or interact with highly accomplished, professional musicians. In our work, we regularly observe numerous examples of music's positive effects during our lessons, workshops, and assemblies.

For the past three years, Lyric artists have given free weekly instrument lessons, one-on-one and in small groups. Musicians equally comfortable in classical music as well as jazz have demonstrated and taught their instruments to spellbound children.

Lyric virtuosos have shown how their instruments work, discussed their lives as musicians, and demonstrated their artistry. Unusual combinations of instruments, like saxophone and trombone, marimba and a battery of percussion, bassoon and clarinet have delighted our young audiences, their teachers and interested parents who might otherwise never hear such memorable—and often life-changing—performances.

In 2005, Lyric began weekly, free group keyboard lessons with Richard Bishop, then Artist-in-Residence, a prizewinner at the Tchaikovsky Competition in Moscow and duo-recitalist with world-renowned artists like Isaac Stern. Thanks to the Peter Jay Sharp Foundation, the Lyric purchased instruments for the school's children. In 2006, we added group percussion lessons with artist-teacher, Pablo Rieppi, Percussion, who performs with the New York Philharmonic and other ensembles and teaches at major universities in the N.Y. area.

In 2007-2008, Lyric added clarinet lessons with clarinetist, Ben Baron. All our teachers, including Yuko Kato, piano, and Lorne Watson, percussion, study the basics of music and their instruments with their students, exploring rhythm, note reading and writing, ensemble playing, and stories about music and musicians.

The Lyric is seeking partners to expand our outreach activities to serve more children in additional schools. #

Dr. Joan Thomson Kretschmer is the Founder and Artistic Director of The Lyric.

Calendar of Events June 2008

Conferences

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

HISTORY NOW LOOKS AT THE AMERICAN WEST
The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. 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:
www.gilderlehrman.org/collection/docs_current.html

Dyslexia Events & Workshops

INTERNATIONAL DYSLEXIA ASSOCIATION
1 West 23rd Street, Suite 1527; New York, New York 10010
Office Telephone: 212.691.1930; Office Fax: 212.633.1620
www.NYBIDA.org

ADULT SUPPORT GROUP July 2008
07/18/2008
71 West 23rd Street room 1527
New York, 10010
The support group provides adults with Dyslexia an opportunity to

share common experiences, feelings, and learning strategies. It offers participants a place to feel understood, accepted and cherished for themselves. Facilitated by Betsy Auricchio Ph.D.
212-691-1930 x12

Evaluation Review July 2008
07/13/2008
71 West 23rd Street room 1527
Have you or your child been evaluated & you can't understand the report? Review of your child's or your own Psychological, Educational or Neuropsychological Evaluation; a monthly service offered to members only where two professionals will explain the report & its recommendations. The format of the review will be an open discussion with the facilitators. No other people can be present. All information will be held confidential among the participants. Due to lack of childcare facilities, we ask that you not bring your children. Pre-registration is required - reports must be received one week before the session. Facilitators: Larry Thomas Ph.D. & Madie Frankel M.A.
212-691-1930 x12

Demystifying the Dyslexia Evaluation & Testing Process
09/25/2008
71 West 23rd Street room 1527
New York, 10010
A Presentation & Discussion Forum: Tophir Collier Psy.D.
212-691-1930 x12

ADVOCACY December 2008
12/04/2008
71 West 23rd Street room 1527
New York, 10010
Advocacy Skills for parents: Advocates for Children
212-691-1930 x12

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Dean Terry Fulmer

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provider?" explains the dean, proudly noting that patient volume in the faculty practice clinic is growing rapidly. "We're trying to find people before they have a full blown episode," she adds.

As the interview winds down, Dr. Fulmer's day is far from over. Her office—known as a welcoming oasis where students frequently stop by to share their ideas and experiences and faculty are encouraged to discuss their cutting edge research (Dr. Fulmer herself has published over 150 papers and textbooks on the subject of geriatric care, with a recent focus on elder mistreatment)—is still going full tilt as the clock strikes five. There are committees to be launched, and capital decisions to be made. There is no doubt that the NYU College of Nursing has a strong steward at its helm, carefully steering it into a new century of growth and innovation. #

Bank Street

continued from page 16

years, she said.

"In terms of social studies, it's a fascinating community, almost like a microcosm of the world and the issues we're facing globally. We learned, by talking with local people, that Monteverde is going through an enormous transition right now, with growing tourism and locals wondering whether it should be regulated. The type of tourist is changing now, too. It used to be scientists, now it's more nature lovers. They are starting to pave the roads, build more hotels; fresh, clean water is a problem, as is disposing of the used water. All this definitely changes the community."

The next course in Costa Rica is tentatively scheduled for July 27 through August 11, 2008.

To fulfill a growing interest in Arab culture and Islam, another upcoming New Perspectives study-abroad course will be to Morocco in March 2008. During the course students will experience Moroccan classrooms and culture first-hand so they can be better prepared to work and teach in multicultural settings in the United States, according to Eddie González-Novoa, director of the New Perspectives program.

The travelers to Morocco will see communities of learning in action, Mr. González-Novoa says. The group will visit several cities, including Fez and Marrakech. The size of the traveling group will range from eight to 14.

"Morocco is a multicultural society with a divided educational system that reflects separate colonial French, Arab, and Berber philosophies, educational systems, and cultures," says Tim Lightman, '97, '04, course instructor. "As part of the study, we will pay particular attention to the issue of power and hierarchy within the educational system and to pedagogical practices there," he says.

In addition, the students will visit several elementary schools in both rural and urban settings, and meet with authorities from prominent Moroccan universities and institutions.

Mr. Lightman, an early childhood teacher and educator for more than 12 years, has taught pre-kindergarten and kindergarten at the Bank Street School for Children. He has also worked as a consultant on curriculum development. He has spent four years as researcher in the Teachers for a New Era Project at Bank Street College. Currently, Mr. Lightman is on sabbatical from the Bank Street School for Children to work on his doctoral dissertation at Teachers College, Columbia University.

"The idea for the trip originated with people in New Perspectives who wanted to expand the international programs. We saw Morocco as a diverse and multiethnic culture. We'll use the Morocco trip as a mirror to reflect back and think about what it means to teach in a diverse community like New York," Mr. Lightman said.

For further information on both trips, call Joy Ellebbane at 212-875-4704 or visit www.bankstreet.edu/newperspectives/studyabroad.#

MOVIE REVIEWS

IRAQI HS KIDS WITH CAMERAS TEACH NYC HIGH SCHOOLERS VALUABLE LESSONS

By GILLIAN GRANOFF

When an excited group of high school students from New York City gathered together recently for the Tribeca Film festival screening of Baghdad High, the excitement was palpable. At the opening scene, shouts, cackles, and enthusiastic banter of the students muffle the voices of an Iraqi teenage boy who confidently belts out the songs of Michael Jackson on his hand-held microphone. The audience laughter quickly dissolves to silence as the reality of this boy's life sinks in and the viewer becomes engaged in the harsh reality of life for these students. Their boisterous laughter and sarcastic shouts become the sobering sounds of roadside bombs and security checkpoints. They watch as the boys anxiously try to conceal their cameras at a security checkpoint en route to school. The boys' candid description of their fears for their safety is

a sobering reality to this audience.

The film, set at the Tariq bin Ziad High School for Boys, follows the lives of four 17-year-old high school students over the course of their last year in high school. A non-observant Muslim of Shi'a descent belts out the love songs of Brittany Spears and confidently struts on screen with microphone in hand. His circle of friends include: Anmar, a church-attending Catholic, Ali, of Kurd descent who struggles to walk the delicate tight rope between being studious and cool and Mohammed, the Sunni/Shiva sensitive friend who tries to escape the imminent pressures of violence and chaos around him by cracking jokes and avoiding his studies. Hayder yearns to be a singer-songwriter: Anmar, the ladies man wants to play football like David Beckham; Ali, cradles hopes of becoming an architect, best friend Mohammed is the class clown.

The film's co-producers Ivan O'Mahoney and Laura Winter set out to show life in Iraq outside the media coverage. Winter, a former producer spent several years covering life in conflict in Pakistan, Afghanistan and Iraq, with Mahoney who previously produced and directed films for BBC and PBS. They sought to dispel the media distorted portrait of daily life in Iraq and capture the reality through the eyes of four teenage boys in high school. Winter explains, "One of the things that I was struck by was that all these documentaries coming out of Iraq were done by adults. Iraqi children had not been more than a UN statistic about the dead kidnapped or injured."

The decision to put the camera in the boys' own hands has a powerful artistic impact on both the boys and audience. It teaches them to gain a new

perspective on their own lives and show us an Iraq beyond the media stereotypes and political bias portrayed in the newspapers.

As we follow the boys over the course of an academic year, we see their attitudes evolve from silly to serious as they acquire a new sense responsibility for making the film and for their lives. "First when we got the cameras I felt it was fun; after a while we felt a sense of responsibility for what we were doing and for the story we were telling," Ali comments.

One viewer in NYC, a high school student and an aspiring performer expressed admiration for the bravery and strength of the boys, and envy at the irony that in their world, one can openly express affection with one another without being labeled gay or incurring the glaring judgment of their peers. Another high school senior who had recently enlisted in the Marines said his admiration for the boys' bravery in the film reinvigorated his commitment to help rebuild the lives of the Iraqi people.

Ali, who had recently relocated with his family to the suburbs of DC, attended the screening and fielded questions from an enthusiastic crowd of high school students.

The film's candid portrait of the daily struggles of the four boys resonates beyond the school hallways of Baghdad High. In this personal journal, both American and Iraqis can compare their lives with the boys' struggles and success and gain insight into a world rarely seen.

Baghdad High will premiere on HBO on August 4th. For more information on the film, its directors, or the boys, viewers can log on to hbo.com or contact Jessica Manzi at HBO. #

Phi Delta Kappa

continued from page 16

excellence in public education with a graduation rate that is virtually 100 percent and forging ahead to attend college.

Frank Nappi, Jr., PDK International Board member representing region H and author of the amazing newsletter "Frankly Speaking" was given the Lifetime Achievement Award. He was an adjunct Professor of mathematics at Nassau Community College, associate professor at St. John's University and served as a Captain in the United States Air force in the Strategic Air and Air Defense Command.

After 19 years as an assistant principal at Newtown High School, Frank was appointed principal of Long Island City High School and served there until 1994.

Judith Tarlo, principal of Bayside High School received the award as principal of the year.

Prominent educators in attendance at the gala were Ernest Logan, President of the Council of Supervisors and Administrators, Peter McNally, Executive Board member VP of the Council of Supervisors and Administrators and Dr. Joseph Hankin, President of Westchester Community College. #

Randi Weingarten

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teachers can be the best they can be," Weingarten said. She thanked the graduates for wanting "to make a difference in the lives of people...That, my friends, is the greatest work you can do in this world...When you see what that connection between student and teacher, there is nothing better in the professional life than...helping unlock that child's mind."

On a positive note, Weingarten said that new data shows more qualified individuals are entering the education profession. The salary increase the UFT helped provide increase respect, and UFT advocates for teachers' input in policy-related decisions.

Even so, Weingarten lauded the graduates for being "far more sophisticated about the realities of our profession." The graduates realize that education needs reform because of "chronic underfunding" stymies the need to ensure that every child gets access to a decent education. Though Weingarten praised the intentions of the No Child Left Behind Act, its outcome turned public schools in to "Test prep inc." in a move that narrowed curricula to focus on test-teaching as opposed to arts.

America promises universal access to public education. Weingarten ended on a positive note, saying, "I know we will do that, because we have more and more of you in our classrooms." #

Going With The Flow Up The Yangtze

By JAN AARON

A Chinese teen hobbled by poverty is portrayed in Director Yung Chang's beautiful documentary of Yu Shui, daughter of a hard-scrabble farmer, who lives in a derelict shack on the banks of China's Yangtze River and dreams of going to high school. Instead, her family must send her off to work on one of the luxury cruise ships carrying Western tourists on "farewell tours" of the mighty river's countryside soon to be submerged by the hotly contested gargantuan Three Gorges Dam. Shui's family grows what it needs to survive. They will be forced to move when the dam is completed in 2011 and the waters submerge all surrounding land. Her parents, illiterate and uneducated, will be relocated on land and they worry how they will survive.

On board, Shui is hit by a major culture shock

of modern gadgetry, proper hygiene and corporate manners. Like all the employees, she gets a new name. The bewildered Shui becomes "Cindy" her co-worker, Yu, is "Jerry." They join their co-workers in an English class. She works below deck as a dishwasher, makes friends and even goes shopping on the mainland.

The cruise is a personal journey for Shui and Yu and their co-workers. We see them hanging out below deck in contrast with the passengers who are here to witness the impact of the dam on the villages many of which house the kids serving on the ship. Visually the film captures the stunning beauty of the Yangtze's lush gorges, tiny villages and cities. Without preaching, the film makes a universal point about society's structure. In China, and everywhere else, it's the poor who are most negatively affected by major change and so-called progress. #

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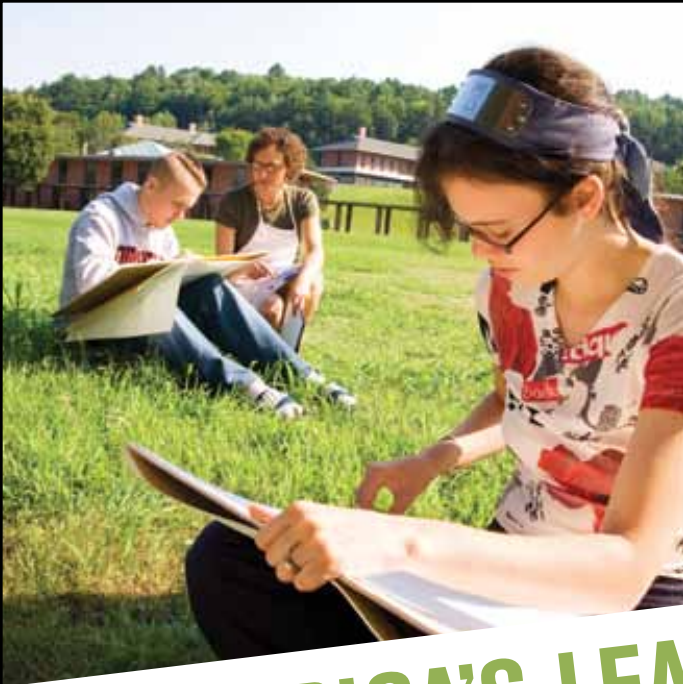
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